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ABSTRACT

This idea book includes descriptions of more than 70 school- and community-based programs, projects, and special events designed to help create schools and communities free from alcohol and other drugs and violence. The descriptions of prevention and intervention efforts come from nine states (Alaska, California, Hawaii, Idaho, Montana, Nevada, Oregon, Washington, and Wyoming). Programs are grouped by categories, with each section having its own introduction. In the Table of Contents, programs are grouped first by category and then by state. The nine sections of the book focus on: (1) Peer Programs/Youth Programs; (2) Student Assistance Programs; (3) Community Partnerships; (4) Parent Programs/Family Support; (5) Comprehensive Programs/U.S. Department of Education 1992-93 Drug-Free School Recognition Program Winning Schools; (6) Institutes of Higher Education; (7) County/State Initiatives and Staff Development; (8) Curriculum; and (9) Special Events and Annual Practices. (NB)

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Western Regional Center
DRUG-FREE SCHOOLS AND COMMUNITIES

SHARING YOUR SUCCESS III

Summaries of Successful Programs and Strategies Supporting Drug-Free Schools and Communities

Volume III

American Samoa Alaska California Guam Hawaii Idaho Montana Nevada
Northern Mariana Islands Oregon Republic of Palau Washington Wyoming

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Western Regional Center
DRUG-FREE SCHOOLS AND COMMUNITIES

SHARING YOUR SUCCESS III

Summaries of Successful Programs and Strategies Supporting Drug-Free Schools and Communities

Compiled and Edited
by
Vicki Ertle

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Volume III
September 1993

DIRECTOR'S NOTE

We all learn by sharing ideas and telling our successes to each other. This document exists to facilitate this process. We are very pleased to offer our third edition of *Sharing Your Success* and again share the hard work of hundreds of people like yourselves who are helping to create schools and communities free from alcohol and other drugs and violence.

This "idea book" is designed with the hope that you may discover new strategies for your prevention work and perhaps receive additional inspiration to "try something new." More than 70 school- and community-based programs, projects, and special events are described in the following pages and collectively they represent the richly diverse areas we serve at the Western Regional Center.

In our search for programs to include in this publication, we asked many national, state, and local practitioners for help. We did not formally evaluate programs for inclusion in this book, but rather looked for programs and practices that were both based in prevention research and that were working well in particular settings. Of course, we realize we have not yet heard from all of you. We encourage you to complete the Recommendation Form provided at the end of this document, as *Sharing Your Success* is a continuing publication and we would like to learn about your school and your community.

The programs summarized in *Sharing Your Success, Volume III,* were collected and summarized by Western Regional Center staff members Vicki Ertle of NWREL, with regional assistance from Jill English of SWRL, Sharon Sterling of FWL, and Harvey Lee, who serves the Pacific region. Marjorie Wolfe managed the correspondence and Mary Girouard provided desktop publishing services.

This publication is *by you* and *for you*. It would not exist if we did not have your stories to learn from and your ideas to describe. We hope *Sharing Your Success* continues to stimulate networking and new ideas and that these positive efforts multiply throughout our region as we share our strengths with one another.

Judith A. Johnson

Judith A. Johnson, Director
Western Regional Center for Drug-Free Schools and Communities

OVERVIEW

Sharing Your Success III contains descriptions of prevention and intervention efforts in nine states. The summaries have been grouped by categories. This is always a challenging process because programs frequently fall into more than one classification as they become more comprehensive in approach. Each section contains an introduction. In the Table of Contents, programs are grouped first by category and then by state.

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Section 2:	**Student Assistance Programs**
Section 3:	**Community Partnerships**
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Section 5:	**Comprehensive Programs** **U.S. Department of Education** **1992-93 Drug-Free School Recognition Program** **Winning Schools**
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INTRODUCTION

Sharing Your Success continues to be one of the most requested publications at the Western Regional Center. This document is not only distributed to state education departments, but enjoys a broad audience that includes the U.S. Department of Education, the Office of Drug Control Policy, and the Center for Substance Abuse Prevention (CSAP).

When gathering and selecting the more than 70 summaries that follow, Western Regional Center staff requested the assistance of many people. Our resources included the Center Advisory Board members, prevention and intervention practitioners and specialists in our nine-state area, and the 600 participants at the center's annual February dissemination conference, *Sharing the Vision*. Programs may also self-nominate and we encourage you to use the Recommendation Form at the end of this book.

In the search for exemplary prevention projects and strategies, we looked for programs that operate in a wide variety of settings—from preschools through high schools, from colleges and universities, to community and district settings. While most of the programs described in this publication are school-based, the ones that are not have demonstrated linkages with local and state education and governmental agencies. The community efforts we have summarized demonstrate careful attention to the concept of collaboration and partnership.

Schools and communities in the western region will always serve as role models for others who are working hard to keep our children safe and healthy. All of the summaries that follow exemplify the willingness to integrate new approaches into proven strategies and the desire to keep existing programs fresh with new ideas.

GLOSSARY OF ACRONYMS

Acronyms are used frequently in the alcohol and other drug prevention field. The following list includes those acronyms used in *Sharing Your Success III*.

AIDS	Acquired Immunodeficiency Syndrome
AOD	Alcohol and Other Drugs
CORE Team	A component of a school-based student assistance program; usually comprised of teachers, administrators, counselors, support staff, and other trained school personnel
CPO	Community Police Officer
CSAP	Center for Substance Abuse Prevention
D.A.R.E.	Drug Abuse Resistance Education
DATE	Drug, Alcohol, and Tobacco Education
DEA	Drug Enforcement Administration
DFSC	Drug-Free Schools and Communities
HIV/STD	Human Immunodeficiency Virus/Sexually Transmitted Disease
PTA	Parent Teacher Association
PTO	Parent Teacher Organization
SAP	Student Assistance Program
SRO	School Resource Officer
SST	School Study Team
TAOD	Tobacco, Alcohol and Other Drugs

Section 1

Peer Programs/Youth Programs

PEER PROGRAMS/YOUTH PROGRAMS

Each year more and more schools and community organizations are working together to create opportunities for youth to participate in pro-active and safe activities. Such activities are a logical extension of a comprehensive prevention approach as they begin to use the forces of "peer power" instead of "peer pressure." These programs also help youth establish positive relationships with teachers and community members as they reinforce the messages of care and support.

The summaries on the following pages describe yearlong and after-school recreational programs that do more than just offer sports instruction. Many work on life skills and academic skills and also provide opportunities for learning about the communities they serve. Other programs in this section involve peer helping and cross-age teaching and incorporate projects designed to promote cultural pride. All are designed to provide opportunities for youth that are both enjoyable and free from harm.

Training and Support for Nonusing Youth

PROGRAM: **REACH America and Lifers**

CONTACT:
Lynda Adams, Executive Director
Alaskans for Drug-Free Youth
2417 Tongass Avenue, Suite 114
Ketchikan, Alaska 99901
(907) 247-2273

AUDIENCE: Middle, junior, and senior high school students

OVERVIEW: REACH and Lifers are two programs designed to support nonusing teenagers. The two-day training programs for youth in grades 7-12 provide an understanding of chemical issues and give ideas for strategies in dealing with "pressure points" from friends. Youth also receive pointers for concrete activities to take back to their individual schools and communities.

COMPONENTS: ***Planning:*** In November 1988, a state-funded survey by the University of Alaska found that Alaskan youth in grades 7-12 used marijuana at twice the national average. For all other categories of chemicals, the usage was also higher than national rates. During this period, marijuana use by adults in their own homes was decriminalized. It was evident to many state, school, and community members that adults were role modeling an unhealthy and illegal message and that there were no positive peer training programs conveying a strong "no-use" message to youth.

Alaskans for Drug-Free Youth (ADFY) is the Alaska state affiliate of the National Federation of Parents for Drug-Free Youth. ADFY is a volunteer-based, nonprofit drug prevention organization committed to forming parent/community partnerships. The group offers a variety of trainings, a resource center, a quarterly newsletter, and a 24-hour toll-free information line. Since 1990, ADFY has conducted REACH and Lifers trainings throughout the state. The most recent trainings are funded through state Department of Education Drug-Free Schools monies.

Program Description: REACH America stands for Responsible Educated Adolescents Can Help America (Stop Drugs). The two-day training for youth, ages 14-19, teaches current information on alcohol, tobacco and other drugs, peer refusal skills, problem solving and "pressure points," leadership skills, and peer support strategies. Youth are also taught how to conduct drug education presentations for their peers and elementary students in their community. REACH trainings are conducted by certified trainers who travel all over the United States.

Lifers…Drug Free For Life is the newest youth program of the National Federation of Parents. It is designed to complement REACH and targets youth in seventh and eighth grades. The two-day Lifers training motivates and leads students into an interactional process involving refusal skills, problem solving, drug facts, and peer support strategies. Lifers is designed to involve students in specific, concrete prevention activities that can be initiated on completion of their training.

Each training can accommodate up to 100 students. A national trainer facilitates each training. An extensive sponsor's packet is provided to each community sponsor to assist in the logistics of the program and assistance is provided within Alaska from ADFY.

Community Alliances: Alaskans for Drug-Free Youth is founded on the principle of communities coming together to solve their own problems. All public and private organizations, parent groups, media, and medical systems are considered key players in ADFY's prevention programs and strategies. Many trainings are supported by local donations.

Success Indicators: Pre- and posttests and student evaluations are given to each participant. Several ongoing youth groups have been formed as a result of the trainings. Trained youth have presented at state youth conferences and have led workshops and written articles at their individual schools.

Obstacles: This program is for drug-free youth. According to Lynda Adams, ADFY executive director, "The training will not be as successful or meaningful for those 'wanting' to be there if there are using students who have been told to attend by a counselor, probation officer, etc."

Key to Success: Adams believes this program is fun and fast-paced. "It offers youth a variety of avenues of learning through activities, sharing, and fun," she says. "This is support for the nonusing student."

A Village Shares Its Heritage

PROGRAM: **Dance for Pride**

CONTACT:
Kathleen Peters, Director
Tanana Tribal Council
Box 130
Tanana, Alaska 99777
(907) 366-7160

AUDIENCE: Tribal children of all ages

OVERVIEW: *The village of Tanana is located 150 air miles from Fairbanks on the Yukon River. The Tanana Tribal Council began the program years ago in an effort to foster and preserve traditional ways. The Tanana Traditional Dancers now perform statewide and give a sense of pride to both youth and adults.*

COMPONENTS: ***Planning:*** The program began several years ago when the Tanana Tribal Council wanted to provide a positive activity for children of all ages. The council desired a project where children could embrace their heritage and explore traditional values. Kathleen Peters, director of Tanana Tribal Council Social Services, planned the program with assistance from teachers, counselors, parents, agency representatives, community members, and elders with an interest in preserving traditional native dancing. Financial support comes from Drug-Free Schools and district funds.

Program Description: All students in grades K-12 may participate in the program. Graduates are also invited to join. Village elders work extensively with the children—demonstrating, explaining, and helping with practices. Practices vary, but are generally two to three times a week. The group practices more when performances are near.

Tanana students are also given prevention programs in their schools. One program targets children of alcoholics and the other is a comprehensive, sequential prevention curriculum.

Community Alliances: Treatment programs, civic groups, health and social service agencies, and families support the program. The schools and the Native Council cosponsor the school-based prevention programs and combine funds to train staff.

Success Indicators: Success is measured by the number of invitations received for performances and by the feelings the youth exhibit about their dancing. Requests for the dancers has increased and the students travel frequently to other locations. Adults working with the project report that self-esteem seems to be stronger for those youth involved and that the practices and performances fill up their time, giving them fewer opportunities for negative behavior.

Key to Success: Program organizers say Dance for Pride gives the Tanana youth a goal worth striving for. The entire community is involved, especially the elders. The youth know they are valued and traditional values are shared with others.

A Fun Club Targets Potential "Wanna-Be's"

PROGRAM: **Anti-Drug, Anti-Gang Club**

CONTACT:
Jose Cavazos, Teacher
Roosevelt Elementary School
120 Capital Street
Salinas, California 93901
(408) 449-5844

AUDIENCE: Students, grades 4-6

OVERVIEW: *Every Thursday during lunch time, Cavazos, a fifth-grade teacher for twenty years, works with upper elementary-age children as a friend, educator, and "expert" on the world of gangs. These children are no strangers to such a world; Salinas is located in the Central California Valley and the area is challenged by increasing gang activity. This informal club is designed to provide information, options, and a safe environment. The intent is to prevent children from becoming "wanna-be's" and "gonna-be's."*

COMPONENTS: ***Planning:*** The Salinas School District provides many opportunities for staff to receive alcohol and other drug and gang prevention training. Conflict resolution and peer mediation skills are also emphasized. Cavazos has used this training as well as information gathered through visits with gang members in California prisons to weave specific information into club meetings. The first club began in September 1991.

Program Description: Youths select the club meeting time. The location is in a classroom, an area blocked off to the general school population. This "restricted" location helps give the students an added sense of importance and responsibility as they are allowed access to a room off limits to those not participating.

Club meetings are devoted to both general and specific information about alcohol, other drugs, and gangs. The realities of gang membership are stressed. Students are told about the probabilities of jail, injury, and death and how the support system of a gang often disappears once an arrest is made.

Guest speakers are popular additions and have included probation officers and ex-gang members who advocate a "no use, don't join" message. Field trips are among the students' favorite activities; for many, it is the first time they have ever been out of their neighborhood. They visit nearby cities and also go on "walking field trips" to high schools where they use the tennis and track facilities. These visits help show members how other students are dressed and that not everyone wears styles and colors associated with gangs.

Club members also design and perform plays and skits with antidrug and antigang messages. These are presented annually during Red Ribbon Week to both students and parents.

Word of mouth has resulted in increasing club membership. More and more students are joining and the positive relationships are continuing beyond the elementary school.

Community Alliances: The club director regularly networks with the Salinas police department and other public and private agencies to share current information and resources. Cavazos is a frequent speaker for parent and community organizations.

Success Indicators: No club members have yet joined gangs. Roll call is taken at each meeting. Attendance remains high and membership is growing. Many children report that they are happy to be back in school on Monday morning and look forward to club meetings because they offer a "safe environment and an adult who listens." Club members are tracked informally by Cavazos; the oldest members are now in eighth grade.

Key to Success: Cavazos attributes the success of the club to a combination of things: (1) the club meets when the students want to meet; (2) strong district support promotes ongoing staff development and awareness of alcohol, drug, and gang issues; and (3) community resources such as speakers and information networks keep the information current and interesting.

Young and Old Students Alike Win in Cross-Age Teaching

PROGRAM: **PLUS: Peer Leaders United in Service**

CONTACT:
Jean Steel, School Community Services
Office of Substance Abuse Prevention
San Juan Unified School District
4825 Kenneth Avenue
Carmichael, California 95608
(916) 971-7022

AUDIENCE: Elementary and secondary school students

OVERVIEW: *PLUS is designed to make the prevention education process entertaining and dynamic for students of all ages. High school students travel to their nearest feeder middle and elementary schools and facilitate a variety of activities during three to four sessions of one hour each. Students at both ends of this cross-age teaching model benefit. Younger students look to the older youth for guidance, assurance, and positive role modeling and the teenagers increase their organizational and presentation skills and reinforce their own abilities to resist negative peer pressure in high school settings.*

COMPONENTS: ***Planning:*** Cross-age prevention programs began in San Juan Unified School District in the early 1980s. PLUS activities and curricula are planned by students, program advisors, district Office of Substance Abuse Prevention staff, and community agencies.

Program Description: PLUS is designed to provide positive role models; alert and educate students about the effects of tobacco, alcohol, and other drug use; develop communication, refusal, and other life skills; address adolescent social pressures; and facilitate positive alternative activities.

PLUS leaders are selected through a screening process that looks at both academics and social behavior. Students chosen for the program are asked to make a "Drug-Free Commitment" and attend an all-day training. Each high school has a faculty PLUS advisor The PLUS program also has elected student officers.

Once trained, high school students spend a total of four one-hour sessions in the middle and elementary schools. The sessions are sequential and focus on the following themes: fourth grade—feelings, coping skills, and tobacco prevention; fifth grade—peer pressure, resistance techniques, conflict management, and friendship; sixth grade—assertiveness skills, substance use and its effect on life goals, consequences of use, societal influences on chemical use, and alcohol information.

High school PLUS leaders use role plays, visual aids, brainstorming, and games to actively involve the younger students in each step of the program.

Community Alliances: Various community and social service agencies contribute to curricula development; for example, the National Council on Alcoholism provides resources on alcohol use and addiction. Community members also serve as volunteer drivers to transport the students from campus to campus.

Success Indicators: Elementary school students and their teachers are asked to complete informal evaluations of the program. These participant surveys primarily cover presentation content and delivery. At year end, PLUS high school students work with their advisors to assess their own presentations and provide ideas on program improvement. Program coordinators report that younger students are forming positive relationships with the PLUS teenagers and that PLUS student educators gain valuable experience in leadership skills as well as practice in their own resistance to negative peer pressure.

Obstacles: The biggest obstacle for the program has been transportation for the over 400 presentations. No district funds were allocated for this purpose. Elementary teachers and administrators actively recruit volunteer drivers by asking parents, aides, and support staff.

Key to Success: Program supervisor Jean Steel attributes many different components to the program's success: selling the program to elementary school administrators and teachers; recruiting interested, committed high school students; and efficient scheduling of the presentations. "The coordination of all these things can often seem like an insurmountable task," says Steel. "Be sure and make it a group effort."

Steel believes the program can be replicated in other settings with the key components of administration/staff support and stable funding.

Beckoned by the Greens, Not the Gang

PROGRAM: **LPGA Junior Golf: Today and Beyond**

CONTACT:

Andrée Martin, Director
LPGA Junior Golf Program
820 Thompson Avenue, No. 3
Glendale, California 91201
(818) 502-1311

Marti Loeb, Portland Director
LPGA Junior Golf Program
6775 S.W. 111 Street, Suite 260
Beaverton, Oregon 97005
(503) 520-8617

AUDIENCE: Youth, ages 7-17

OVERVIEW: *The Ladies Professional Golf Association (LPGA) established Today and Beyond in 1989 to give urban Southern California youth a chance to play a sport they might otherwise not be able to experience. The program provides free golf lessons, golf equipment, and access to golf courses to children ages seven through 17. In addition to providing the foundations for a lifelong recreational skill, the program also encourages youth to avoid alcohol and other drugs and not to become involved with young gangs. Over 1,400 kids from Los Angeles and Glendale counties have participated in the program to date. During the summer of 1993 the program expanded to serve youth in Portland, Oregon.*

COMPONENTS: ***Planning:*** LPGA Junior Golf was established in 1989 with a grant from the Amateur Athletic Foundation of Los Angeles. The program was developed by the LPGA Teaching and Club Professional Division. The program continues to be funded through donations from many different corporate sponsors. Portland, Oregon, was chosen as the first expansion city in June 1993.

Program Description: Children hear about Junior Golf from friends and from youth groups and organizations throughout the Los Angeles area. The Boys and Girls Clubs, Los Angeles County Parks and Recreation Department, and Girls, Inc., all actively advertise the program. Instruction is provided at over 17 area golf courses, driving ranges, parks, and recreation centers in both Los Angeles and Orange counties. Once children are part of the program, they can stay involved until they graduate from high school.

Junior Golf Today and Beyond offers one-and-a-half-hour sessions weekly in 6-10 week increments. Participants progress according to their skills, ranging from beginner (par-three course supervision) to tour level (18 holes). The youth can take from one to five years to reach tour level, where they may play in regional and national competitions. Junior Golf will provide transportation and monetary support for youth eager to compete at this level.

The vast majority of children, however, come to the program just to learn the new game.

The youth are taught by trained LPGA or PGA (Professional Golf Association) instructors. Each child is fitted with appropriate golf equipment. Beginners receive a starter set and juniors build toward a full set as they progress through the program. The program is administered by two full-time staff and has over 200 volunteers and corporate contributors.

In addition to the basics of golf, the program incorporates some basic fundamental life skills as well. Respect for one another and the environment and responsibility for self are values stressed throughout the instruction. The teachers constantly use opportunities to send youth "no use" messages about alcohol and other drugs and the Drug Enforcement Administration (DEA) provides the program with prevention brochures and "say no to drugs" golf bag tags for all participants.

Community Alliances: Program funding comes from a variety of corporations. These include the *Los Angeles Times*, Oldsmobile, and U.S. Sprint. Golf manufacturers such as PING and Pinseeker help keep the junior golfers in equipment. In Portland, sponsors include Tournament Golf Foundation, Inc., and Nike Tour. Parents are also involved—they attend the classes, assist staff with telephone calls, and are active in transporting the children to and from the courses.

Success Indicators: Since 1989 more that 1,400 children have participated in the program, with approximately 80 percent returning from year to year. There are waiting lists at every site. Many junior golfers experience tournament success and, according to parent and program site managers, many more young golfers say the program helps them stay out of gangs and away from alcohol and other drug use.

Key to Success: Director Andrée Martin believes commitment, continuation, and community are the hallmarks of Today and Beyond. The involvement of the LPGA volunteers, the community support, and corporate sponsorship have all helped the program grow.

There's Lots to Do if You're a Youth in Willits

PROGRAM: **Willits Police Activities League (PAL)**

CONTACT:
Francee White
Willits Police Activities League
1726-A South Main Street
Willits, California 95490
(707) 459-3916

AUDIENCE: Residents of the greater Willits area, ages 5-20
(Primary target: middle school youth)

OVERVIEW: *Operating out of a donated storefront in a local shopping center, Willits PAL organizes community volunteers to provide youth programs in a variety of community locations. The program began in 1989 in response to local youths who expressed the need for "something to do" and someplace to go after school. Since that time, nearly 1,000 young people have participated in PAL-sponsored activities. Patterned after Police Activities Leagues found in numerous other cities throughout the country, the Willits PAL is the largest in the state of California and boasts the most cost-free activities for youth. For the summer of 1993, Willits PAL will offer 48 different activities.*

COMPONENTS: ***Planning:*** Willits police department statistics on vandalism, truancy, curfew violations, and drug activity in the schools pointed to the need for some type of juvenile crime prevention program. Familiar with the Police Activities League concept from the Oakland Police Department in California, the Willits chief of police spearheaded the planning committee. A board of directors consisting of the police chief, an attorney, a teacher, and key business and community service volunteers was formed to design the program.

Program Description: PAL uses community volunteers to offer a wide variety of activities that appeal to youth. Programs are conducted in classrooms at local schools, in parks, at the Scout Hut, at the Community Center and Community Gym, at a local print shop, and in private campgrounds. Some programs such as Tae Kwon Do and boxing are held year-round. Others such as candle-dipping, infant first-aid, career opportunities, and chess have been done in segments of two to three months. PAL-sponsored programs operating in the school system include Youth and Law Programs, and a Police Cadet Program for teens, ages 14-17.

Volunteer teachers/leaders are permitted to select their own activity and participate in regular meetings with PAL staff. For each activity, volunteer leaders choose their own day of the week, length of session, and time of day.

PAL staff provide "the kids, the insurance, the location, and the materials and equipment." Volunteers range from grandmothers teaching cake decorating and sewing to business owners teaching bicycle repair, woodcarving, and model-house building.

Popular offerings, indicated by summaries of youth participation in activities, include camping, field trips, first aid/disaster training, karate/Tae Kwon Do, fishing, bicycle safety, and small table games. Dances for teens topped the list, with over 600 boys and girls attending.

Community Alliances: PAL works with the entire community—the city, the county, law enforcement, businesses, and local citizens. Programs meet in facilities throughout the area and PAL regularly receives referrals from youth-serving agencies. Service clubs are generous with donations. Willits PAL is listed in the Mendocino County Master Plan as one of the most effective juvenile crime prevention programs in the county.

Success Indicators: A constant increase in membership demonstrates that the programs appeal to more and more youth. Every year activities have expanded as both the youth membership and volunteer staff grows. Willits PAL is a certified member of the United Way.

Many youths have shown growth in confidence and self-esteem. After one year of operation, juvenile crime arrests dropped 13 percent.

Key to Success: PAL is dedicated to establishing positive relationships between youth, police, and the community at large. Willits PAL leaders say, "By providing the best kind of role models through volunteerism, you promote good citizenship, honesty, integrity, love of family, love of community, and, more importantly, love of self." PAL organizers state that "Clearly, the key to our success is our volunteers."

Say "No" to Tobacco and Say "Yes" to Athletics

PROGRAM: **Say YES to Sports**

CONTACT:
Charlene Allert, Program Director
San Diego Hall of Champions Sports Museum
1649 El Prado, Balboa Park
San Diego, California 92101
(619) 234-2544

AUDIENCE: Youth, ages 10-18

OVERVIEW: *Say YES to Sports is a community collaboration providing after-school and summer sport programs at 45 community locations. In addition to softball and soccer, the youth receive anti-tobacco use information that encourages them to think and dialog about healthy behaviors. "Sports Cards" featuring health messages from San Diego-area professional athletes are handed out weekly. Over 3,000 youth have participated in the program since 1991. Say YES to Sports has received a Special Recognition Award from the state of California for its work to reduce the use of tobacco products among young people.*

COMPONENTS: ***Planning:*** In 1990 school funds for all but varsity sports were eliminated from the school district budget. In response to a critical need for an organized after-school youth sports program, a planning committee of representatives from schools, community sports facilities, coaches, and youth groups developed the Say YES to Sports program. The San Diego Hall of Champions and the Hall of Champions Auxiliary continue to provide the lead organization.

The first activities began in July 1990. Funding comes from private and corporate donations as well as from California Proposition 99 tobacco prevention monies.

Program Description: Say YES to Sports is both an after-school program and summertime program that operates at 45 community sites. These sites include schools, recreation centers, Boys and Girls Clubs, and YMCA/YWCA facilities. Children may sign up and enter the program at any time and at any of these locations. Participation is equally split among the 10- to 18-year-olds.

School-year coaches are teachers who are paid a stipend. Summer volunteer coaches are recruited from youth serving agencies such as the YMCA, City Parks and Recreation Department, National Youth Sports Program, and the police department.

The program is divided into six-week sessions that feature a particular sports activity such as softball, soccer, weightlifting, or body conditioning. Once a week youth receive the Sports Cards containing health messages and "amazing" health facts. The health messages are followed once a week by short discussions. For example, one card states that each year more than seven times the amount of lives lost in the Vietnam War are lost through tobacco use. This fact is used to launch a discussion about why people smoke and how one can use refusal skills to protect oneself against tobacco use. There are currently 26 weeks of messages, with another 12 ready to be implemented soon.

Youth also receive points for their participation in the program and use these points toward receiving tee shirts, hats, and other prizes such as tickets to local sporting events.

Community Alliances: A major goal of the Say YES to Sports program is to organize volunteer support and to collaborate with existing youth-serving organizations. During the summer of 1993, over 600 children were instructed by volunteer coaches. Businesses, law enforcement, sports providers, health service agencies, and schools are key components of this alliance.

Success Indicators: At the end of each six-week session, children fill out short evaluation cards that ask questions about facts learned and request their status as smokers or nonsmokers. An outcome evaluation collected data from 240 adolescents averaging 13 years of age. While 31 percent reported living with someone who smoked, less than 1 percent indicated personal use in the last month. Less than 5 percent said they had ever tried tobacco products.

Obstacles: Program Director Charlene Allert admits that it is difficult keeping unpaid coaches involved in the project. Volunteer coaches receive tickets to sporting events, tee shirts, and much recognition to keep participation levels high.

Key to Success: Allert believes the process evaluation cards help her staff modify the program to continually meet the needs of the youth. She believes the program can easily be replicated in towns where a variety of professional athletes are willing to have their statements and pictures printed on Sports Cards.

Personalized Plans for Self-Esteem

PROGRAM: **Youth Fitness Prevention Program**

CONTACT:
Mary Jenkins, Director
Community Counseling Center
625 Farview, Suite 116
Carson City, Nevada 89701
(702) 882-3945

AUDIENCE: Youth, ages 10-19

OVERVIEW: *The Youth Fitness Prevention Program is based on the simple premise that when kids are shown how their bodies can respond to positive physical and mental activity, they will feel better about themselves and avoid unhealthy behaviors such as alcohol and other drugs. These are not the youth who are typically involved in school athletics or who have families who belong to fitness centers. But this program gives them exactly the same opportunity. The results have surprised many counselors—the kids not only look more fit, but have improved grades and are coming to school more often.*

COMPONENTS: ***Planning:*** An informal survey of youth and family service providers and school counselors showed that unsupervised afterschool time was a problem for many youth, especially those already involved with juvenile probation. The Community Counseling Center facilitates student assistance groups in the junior and senior high schools and works closely with the Juvenile Detention Facility and the Community Recreation Center. The Youth Fitness Prevention Program is an extension of this work.

Funding for the program is provided by the Nevada Bureau of Alcohol and Drug Abuse (BADA) Drug-Free Schools, Rural Community Program monies. The program was started in 1990 and the planning committee represents counselors, parents, teachers, and community agency personnel.

Program Description: The Youth Fitness Prevention Program is designed for youth who show poor self-esteem and who appear to more readily physically abuse their bodies through unhealthy activities that often include the use and abuse of substances. Referrals to the program come from juvenile probation, school counselors, and other youth-serving public and private agencies.

Program staff work closely with each student to develop an individual plan based on youth interest and available resources. A contract with a local fitness center has allowed many children to work on a personalized body-conditioning program that has resulted in dramatic increases in self-esteem and how the youth view themselves. Students also participate in dance classes at the community center, go-cart racing at a local track, and snow skiing through the city parks and recreation department. All activities are ongoing and many youth jointly participate in the school-based student support groups as well.

Community Alliances: Program staff individualize each program for each client to best fit their specific need and work hard to locate whatever community program can best help each student meet his or her goals. As a community-based agency, the Community Counseling Center has excellent working relationships with all private and public agencies.

Success Indicators: Weekly staff meetings to review individual progress are helpful in determining student progress. School counselors report students have more positive attitudes, which are reflected in improved school work and more positive choices of peer groups. Statistics show that students are attending and staying in school with greater frequency and have much less contact with the police.

Obstacles: A continuing obstacle is confidentiality, which prohibits full disclosure among school counselors, probation officers, and child and family service caseworkers.

Key to Success: This program helps demonstrate that people are more likely to stay healthy when they feel good about how they look and when they are given the opportunity to participate in activities they enjoy. Staff report that changes in body tone seemed to reflect changes in positive attitudes. "These kids see how their bodies respond to positive activities. Appearances are important to youth," says Kathlyn Bartosz, BADA intervention specialist, "and when they jog, when they bicycle, and when they are given the opportunity to work out at a local gym, they respond in so many positive ways."

Mary Jenkins, the director of the program, believes the program can be replicated anywhere and that its greatest key to success is flexibility. Her advice to others is very simple: "Hire someone with a heart."

Determined Parents Build on Unity and History

PROGRAM: **Promote Racial Identity Develop Esteem (PRIDE)**

CONTACT:
Cheryl Young and Gloria Bennett
Northern Nevada Black Cultural Awareness Society
P.O. Box 21448
Reno, Nevada 89515
(702) 329-8990

AUDIENCE: Youth, ages 4-18

OVERVIEW: *PRIDE is a group of concerned parents working together to bring together children from all over the city to build friendships and community spirit, break down territorial barriers, and encourage teamwork. Four key areas are stressed: high self-esteem, friendship and community, African American history, and the importance of education.*

COMPONENTS: ***Planning:*** At community meetings held in 1990, African American youth and adults indicated a need and desire to counter the negative influences of drug dealers and gang members with positive activities for youth. In May of that year, a group of concerned parents organized a family-oriented group to focus on putting together programs to encourage self-reliance, responsibility, and positive accomplishments. Private and state funds provide operating capital.

Program Description: A volunteer planning committee meets monthly to plan one event every other month. PRIDE programs include:

1) Kwanzaa Program: An African Festival observing the holiday of the Kwanzaa, which is celebrated to give youth a positive image of African heritage.

2) Nguza Sada. An eight-week course stressing the importance of family and community. Materials used include SETCLAE (Self-Esteem Through Culture Leads to Academic Excellence), *From Victory to Freedom: The African American Experience*, and a video by Ebony/Jet, *Guide to Black Excellence*.

3) Scholar Awards: To promote pride in education, various levels of recognition awards are given, including the On the Rise award given to children who have raised their grade point by one level. Awards are named after the two Nevada African American students who, in 1864, were listed as number one on the honor roll when the state first integrated its schools. PRIDE youth also receive awards for completion of courses.

PRIDE provides resources for students and other organizations seeking information on African history or materials for display. A quarterly newsletter is available to students and parents.

Community Alliances: PRIDE works with the YWCA, NAACP, and the Truckee Meadows Boys and Girls Club, as well as any group interested in African American history.

Success Indicators: Success is measured by the number of returning students and new people the organization attracts. PRIDE has continually grown since May 1990. Local organizations are beginning to work with PRIDE to develop youth programs. PRIDE has presented information at community events and at several schools as part of cultural awareness programs.

Key to Success: According to co-chairs Cheryl Young and Gloria Bennett, PRIDE stays focused on "what we can do, not what others should do for us." The community has been introduced to positive cultural information and programs. Students are being exposed to positive role models and significant historical figures. PRIDE organizers hope the materials will help children choose knowledge, self-esteem, and a sense of family and community.

Everyone Wins in This Partnership

PROGRAM: **Project Safe Summer**

CONTACT:
Betsy Radigan, Chair
Piedmont Neighborhood Association
P.O. Box 5914
Portland, Oregon 97208
(503) 286-4011

AUDIENCE: Students, grades 2-8

OVERVIEW: *Project Safe Summer provides a positive alternative to summer boredom, mischief, and unhealthy activities. Over 350 targeted youth receive supervised creative play, learning experiences with computers, music, and drama, and nutritious lunches at neighborhood schools and parks. Now in its third year of successful operation, the program is a partnership between North/Northeast Portland businesses, parents, neighborhood associations, police, parks, and schools.*

COMPONENTS: ***Planning:*** At the beginning of the 1990-91 school year, local school officials and neighborhood representatives began meeting in response to complaints from local businesses to police about vandalism, theft, and criminal mischief by neighborhood youth. The meetings were initiated by neighborhood residents.

Local school officials agreed to collaborate in problem solving if there was business support for their efforts. Businesses agreed to fund raise for summertime programs if the programs were targeted to those youth who could benefit the most from structured activities. Throughout the entire discussion and strategy process, neighborhood representatives and community police officers acted as the intermediaries in what is now referred to as a "win/win" partnership.

Each school official worked with his or her own staff and parent groups to develop a program tailored both to their site and the needs of the community. The resulting programs began in the summer of 1991 at two elementary and one middle school.

Program Description: Programs are offered at Beach and Applegate Elementary and Ockley Green Middle schools. These are schools that serve a total of five main neighborhoods. Each Project Safe Summer program complements already existing district summer school and Portland Bureau of Parks and Recreation programs. Children rotate through a variety of classes in the morning and then have a free lunch and supervised afternoon sessions at the designated schools and parks. City school buses are used for transportation between sites.

Elementary-age classes include: The World of Science, Language Arts Enrichment, Technology and Computers, and Drama. Two special middle school sessions target at-risk youth with a special science focus. All students participate in a variety of physical education and open gym activities.

Students are identified by school staff and parents receive personal letters from the principal inviting participation. Last summer, 315 students said "yes."

Community Alliances: Area businesses such as Nabisco, UPS, Kaiser Permanente, and Jantzen Beach Shopping Center provide corporate support while the Portland Public Schools, PTO groups, and neighborhood associations plan activities and collect donations. The Portland Park Bureau and police department provide parks and staff and assist in problem solving. Three high school students from a local Youth Gang Outreach Program help where needed.

Success Indicators: Daily behavior is monitored by project staff and usually only a small percentage of youth receive more than one referral during the summer. Businesses report lower incidences of property vandalism and both police and neighborhoods have received fewer juvenile complaints since the program was started.

Obstacles: First-year fund-raising goals were not reached and staff quickly realized the need for a "bare minimum" budget. Program staff recommend starting fund raising early, following through on all contacts made, and stress the importance of building trusting relationships with community businesses and families.

Key to Success: Betsy Radigan of the Piedmont Neighborhood Association states that "relationships are the foundation of this effort." She offers the following recommendations for replicating the program in other settings: (1) make contact with the "doers" in each agency and get them actively involved, (2) start planning in September for the following summer, (3) make a timeline and stick to it, and (4) treat everyone as an equal and share responsibility.

"Handups," Not Handouts, Plus Lots of Hugs

PROGRAM: **Tender Loving Care, Think and Try (TLC-TnT)**

CONTACT:
Faye Palmerton, Roy Pittman, Coordinators
TLC-TnT, Portsmouth Middle School
5103 North Willis Boulevard
Portland, Oregon 97203
(503) 280-5669

AUDIENCE: Elementary and middle school students and their families

OVERVIEW: *With both school year and summer camp components, TLC-TnT is a program committed to building self-esteem, strengthening families, and offering positive options for children and their caregivers. Noncompetitive recreation games are combined with academic enhancement activities and numerous field trips to community businesses and agencies. But what is really emphasized is an extra hug, lots of smiles, and following up on the question, "How are you doing?" Over 700 children a year participate in the program and school officials are noticing a difference in school attendance and behavior, dropout rates, and family involvement in school and community activities.*

COMPONENTS: ***Program Description:*** TLC-TnT began in 1986 when Faye Palmerton joined efforts with Roy Pittman, director of a local community center, to devise a program that would combine noncompetitive recreation and academics and also encourage youth to stay in school. TLC-TnT has grown to become a collaborative project among the Portland Public School District, the Portland Park Bureau, and numerous community agencies. Additional funding comes from the city and county of Portland as well as private and corporate foundations.

TLC-TnT, headquartered at Portsmouth Middle School, schedules activities in schools, parks, community centers, and churches. Over 75 percent of the students served are from low-income families of all ethnic backgrounds.

Summer day camps offer self-esteem-building classes where children practice "positive body language" techniques and attend classes on journal writing, basic math and science skills, and computer instruction. All activities are designed to focus on each child's strengths and result in "frequent hugs and positive strokes" from the TLC staff. Many TLC staff are ex-student campers and program participants. TLC was the first program in the district approved to offer community service credits for students helping others.

Field trips take youth around the city to places they might not experience on their own. They visit businesses to work on social skills and ride public transportation downtown to learn bus safety. Children also visit the local police and fire stations and listen to volunteer speakers talk about nutrition and home safety. The last two days of the summer camp are spent at a lodge near Mount Hood.

An integral part of each week of camp is the party for the entire family where family outreach and support begins with personal contacts. Here TLC staff and parents begin a relationship that continues into the school year through retreats, parent parties, dinners, and a 24-hour hotline and counseling service. Averaging 75 family contacts per week, TLC staff and volunteers network with community services ranging from treatment programs to runaway shelters, from teen mother programs to grandparent support groups.

Community Alliances: Public and private organizations provide not only campsite locations, volunteers, and summer staff, but also are used as referral points for the family hotline. TLC-TnT is supported by many local businesses that provide free food for summer camps and other resources.

Success Indicators: Children involved with the program show school behavior referrals down 75 percent and school attendance on a daily basis up from 70 percent to 94 percent. School staff report that 75 percent of the parents of summer program participants are now involved in school activities. TLC-TnT has been named a National Model by the Juvenile Justice Department and National Children At Risk Association and has been honored with the Governor's Benchmark Award, Spirit of Portland, and Great Kids Award.

Key to Success: "Working with the whole family makes self-esteem-building a family affair that translates to success for kids," says coordinator Palmerton. Co-coordinator Pittman adds, "We listen to parents and stop trying to tell them what they're feeling. Our program is as simple as a hug. We give handups not handouts."

Celebrating Diversity at Camp

PROGRAM: **Washington Teen Institute Culturally Specific Camps**

CONTACT:
Kathryn Boudreau, Director
Washington State Council on Alcoholism and Drug Dependence
1050 140th Avenue, N.E.
Bellevue, Washington 98005
(206) 643-2244

AUDIENCE: African, Samoan, Hispanic, Native, and Asian American teens

OVERVIEW: *The Washington State Council on Alcoholism and Drug Dependence (WSCADD) has a 30-year history of addressing statewide and national alcoholism issues. Programs initiated by WSCADD range from employee assistance programs in the workplace to prevention education curriculum for the classroom. In 1990 the council expanded the existing Washington Teen Institute program to include culturally specific camps to address issues indigenous to the many ethnic groups within the state.*

COMPONENTS: ***Planning:*** The Washington State Teen Institute was started in 1982 and currently trains junior and senior high school groups in drug-free activities, strategies, and support for their respective schools. WSCADD staff found, however, they were not attracting culturally diverse groups of teens. A planning team consulted 22 agencies representing specific cultures to help create the new curriculum.

The first culturally specific teen camp was held March 28-30, 1990, at Camp Berachan near Auburn, Washington. Scholarships are available for many campers. The program is partially state-funded, with the remainder coming from donations.

Program Description: Facilitators and speakers for the camps represent the African, Samoan, Hispanic, Native, and Asian American communities. Teens are recruited through agencies, youth organizations, and counselors. The teenagers are accompanied by an advisor who agrees to remain in that capacity for months after the camp is over.

The camp is designed to provide teens at risk of alcohol and drug use with a supportive place to address issues of concern to their specific ethnic group and to create networking and trust between the various groups by participation in team-building activities. The program focuses on the development of leadership skills, adult-youth communication skills, strategies to be implemented back in the home environs, and a sense of belonging to a group working for the community.

Youth listen to several large group presentations by noted speakers from the respective cultures. The groups then break into smaller "family" sessions, drawing two teenagers from each Home Group with a trained facilitator to address issues. Home Groups consist of teens and their advisors from a specific area or neighborhood of their city who agree to remain together as a cohesive core to implement their plans back home.

Community Alliances: Public and private agencies and organizations are crucial to the success of the teen camps. Representatives from these groups provide adult role models, funding, and support services; act as referral agencies; and donate time as speakers.

Success Indicators: Youth pre- and post-surveys gather information on attitudes, speaker performance, and camp efficacy. Students give high marks for the purpose of the camp, and report that the activities help them make healthier choices, form lasting friendships, and reduce prejudice.

Key to Success: "All the people involved in this program are the key to our success," says Director Kathryn Boudreau. "The camps are nonjudgmental and the curriculum gentle, yet packed with fun, creative activities that ask participants to be accountable for their actions." Bourdreau states that the camps could easily be replicated elsewhere and that WSCADD is happy to share the curriculum with interested persons.

It's Okay Not to Use

PROGRAM: **Straight Is Great and Drug-Free Youth (D.F.Y.)**

CONTACT:
Tammy Caldwell, Teacher Advisor
Cascade High School
801 Casino Road
Everett, Washington 98203
(206) 356-4500

AUDIENCE: High school students, grades 9-12

OVERVIEW: *Straight Is Great is a youth organization developed by nonusing high school students to address the question, "What about those kids who don't use and have never used?" Activities have included both seasonal events for elementary students and weekend recreational activities such as tailgate parties and video nights. Students also serve as D.A.R.E. high school role models. Drug-Free Youth is a recognition program that rewards drug-free youth with discounts at local businesses.*

COMPONENTS: ***Planning:*** Straight Is Great was started in 1988 by a group of faculty, students, parents, and administrators. The high school had just completed a year targeting youth who were already involved with alcohol and other drugs. Both youth and adults began asking what was being done to support nonusing youth. Within two days, a group of 165 students, 12 staff members, the principal, and 60 parents had gathered and Straight Is Great was born.

Program Description: Currently, there are over 30 staff members and 150 active students who belong to Straight Is Great. Any Cascade High student who shares the commitment to working toward being chemically free can join. The organization meets on an occasional basis before or after school, during lunches, or during co-curricular time.

Each Halloween, the group puts on a Halloween Funfest for elementary students in the Cascade area. The high school clubs have booths with games and prizes. Over 1,000 kids attend and donate $1 each toward the local Housing Hope and Holiday Food Basket projects. Straight Is Great also stages a free Easter egg hunt.

Additional activities are planned on weekends and for teens; they vary from video and bowling nights to before-school-game tailgate parties. Members are encouraged to bring guests. Straight Is Great members are selected to be D.A.R.E. role models and work in the elementary classrooms, serve on panels for parent meetings, and help with events sponsored by D.A.R.E.

The Drug-Free Youth (D.F.Y.) program rewards youth who practice a drug-free lifestyle. Students who join receive discounts on clothes, food, sporting goods, videos, records, and movies by showing their membership cards to participating merchants. To join, students must secure parental permission and submit to random urine drug testing. All testing is confidential and results are not available to the public or police.

Community Alliances: Straight Is Great serves the D.A.R.E. program and as such works closely with law enforcement. The school PTA is a strong supporter of the club. In the D.F.Y. program, 75 businesses give student discounts and have raised over $6,800 to fund the program.

Success Indicators: Formal assessment data is not gathered. Attendance is growing and the D.F.Y. program was recently added to provide additional support and recognition to nonusing youth.

Key to Success: "Our students are the key to our success," says club advisor Tammy Caldwell. "Our D.F.Y. program maintains confidentiality and trust. The students truly believe in our mission and do what they can to remain alcohol and drug-free."

Section 2

Student Assistance Programs

STUDENT ASSISTANCE PROGRAMS

Student assistance programs (SAPs) are operating in many western-region schools. These programs are based on the underlying principle that all youth deserve understanding and support, rather than punishment, when they need extra help. In response to increasing youth violence, many SAP programs are now providing anger management and conflict reduction services.

Schools typically use a team format where teachers, counselors, and other personnel are trained to identify and refer students to special services. The reasons for referral may be related to alcohol and other drug use, academic performance, anger and stress, or may be the result of living in chemically dependent families. Students are referred to both school- and community-based services.

The programs described in this section include many of the types of services that help students become successful in school, family, and community settings. They include not only alternative-to-suspension programs and student support groups, but peer courts and class meeting models as well. Conflict resolution programs are helping to reduce student violence and harassment and many schools report reductions in behavior referrals and increases in student and staff morale.

Prevention/Intervention Combined with Regular Academics

PROGRAM: **Alternative to Suspension Program (ATS)**

CONTACT:
Bill Herman, Executive Director
Mat-Su Council on Alcoholism
2801 Bogard Road
Wasilla, Alaska 99654
(907) 376-4000

AUDIENCE: Middle and high school students

OVERVIEW: *Students violating school chemical policies are given the option of attending ATS. Regular teachers and an intervention counselor run a 10-day program where youth can maintain their academic courses and receive prevention/intervention education. All youth are given chemical assessments and those in need are offered free outpatient treatment by the Mat-Su Council on Alcoholism.*

COMPONENTS: ***Planning:*** A similar program had originally been developed by Bill Herman in Kodiak, Alaska. Funding for the Wasilla project came from an Office of Substance Abuse Prevention (OSAP) grant. Hazelden in Center City, Minnesota, was contracted for program development. The program team plans for five days prior to the beginning of each school year. The first ATS program was piloted in April 1991. Ongoing funding comes from Drug-Free Schools monies, and state and district funds.

Program Description: ATS is designed for all Mat-Su Borough School District students and their families. Students caught possessing or using alcohol or other drugs are referred to the program for 10 days in lieu of being suspended. The approximately 26 students regularly enrolled in the program may enter at any time. Usually one half the class are 12-14 years old, with the remainder being 15-18 years of age.

Predominantly male, the students are often chronic policy offenders; 75 percent have fetal alcohol and other drug effects or have been involved in special education services. Twenty-five percent of the youth are on juvenile probation. While not all students are chemically dependent, alcohol and marijuana are the predominant drugs of choice.

All ATS students first have a thorough chemical assessment. If assessed as compulsive users, students may elect to participate in an onsite day treatment program that lasts 10-14 weeks. The program is free and combines group therapy with individualized academics. Staff estimate that 50 percent of the referred students are diagnosed as needing treatment. Of these, only half elect to participate. Students needing inpatient treatment are referred to the state treatment center.

For the majority of students, regular academic classes are held at a centrally located building. The youth are taught by a regular district teacher and maintain full school credit. The school day is from 9 a.m. to 3 p.m. Academics are mixed with films and guest speakers.

In addition to academic opportunities, students receive group counseling in structured settings led by a district-employed intervention specialist. Counseling sessions focus on peer support, skill building, substance abuse education, goal direction, and positive self-image.

Besides administering the treatment component, Mat-Su Council staff provide group and family meetings for parents of all ATS youth. Youth who have completed the long-term intervention component attend an aftercare support group.

Community Alliances: The program involves many systems—families must be involved in weekly group sessions; the schools provide a part-time academic teacher and intervention specialist; the juvenile justice system is a major source of referral; and the Mat-Su Council staff provide treatment experience. All materials and furniture are donated and the program is supported through United Way.

Success Indicators: Referral agencies, parents, and students are questioned every six months for service satisfaction. On a five-point scale (with 5 indicating "very satisfied"), those who made referrals rate the program at 4.3 and students rate the program at 3.2.

Obstacles: Staff reports that confidentiality regulations are frequently challenging. Aftercare and follow-up groups are optional; students who participate in these opportunities do better.

Key to Success: This program allows students to maintain academics while assessing and treating their chemical problems. "The advantage for students is combining class with treatment," says Executive Director Herman. "Additionally, schools feel they are offering constructive alternatives to suspension." Herman believes the model can be easily replicated where a good relationship exists between a treatment agency and the schools.

Helping Kids Stay Cool

PROGRAM: **Anger Management Program**

CONTACT:
Kay Bennett, Drug-Free Schools Coordinator
Anchorage School District
Student Assistance Program
4700 Bragaw Street
Anchorage, Alaska 99507
(907) 563-2277

AUDIENCE: Secondary school students, grades 6-12

OVERVIEW: *In response to increased fighting, racial tensions, and suspension, Anchorage schools have developed an anger management program to help students understand the choices they have when they experience feelings that can lead to aggressive behavior and hate. The program includes staff training and support groups for students where they are taught specific anger management techniques. The success of the program has resulted in adapting the materials for use in elementary schools.*

COMPONENTS: ***Planning:*** A student assistance program was begun in the Anchorage School District in 1986 and has been evolving ever since. School-based Core Teams serve as an umbrella for student prevention and intervention services and receive strong district support.

Core Teams are given a 15-hour class in anger management adapted from a curriculum developed by the Department of Youth Services, Lane County Youth Development Commission, Eugene, Oregon. [Address: 2411 Centennial Boulevard, Eugene, Oregon 97401, (503) 341-4788.] Once trained, Core Team members facilitate student Anger Groups. The program was piloted at one high school during the 1991-92 school year, and implemented in four high schools and some junior highs in 1992-93.

Program Description: The nine-week Anger Groups operate during the school day. Students are referred through a Core Team process and are typically young people who do not seem to have any control over their anger. For some students, this is directly related to their substance abuse. Others have never learned the appropriate skills to deal with conflict. Anger Groups are also used with students returning to school from suspension.

The groups are structured to help students better understand the choices they have when they experience feelings that can lead to anger. Through a variety of interactive exercises, students learn to recognize when they are being "baited" to respond in an angry manner. Facilitators call these "invitations to anger" and students brainstorm collectively how they may "RSVP" or react to such situations. Through this process students not only learn how to recognize potentially violent and tense situations, but are given practical skills for removing themselves from the scene.

The Anger Management Program is being adapted as a curriculum for elementary school students. District personnel and Core Teams are also planning to implement a "Transitional Issues" group for the 1993-94 school year.

Success Indicators: Students evaluate the group process through informal assessment surveys and teachers are surveyed on the 15-hour training. The anger management training is highly requested by teachers who want to start groups. Students report that the tools they are learning to use are helpful in dealing with peers, family members, and school staff.

Obstacles: Coordinator Kay Bennett cautions that referred students must not be permitted to be too disruptive and must demonstrate a real desire to be in the group. "Because so many students regard the group as a positive and useful experience, this is generally not a major deterrent to the success of the groups," she states.

Key to Success: According to the school personnel on the planning committee, the "excellent" Oregon-designed curriculum that was adapted to local Anchorage needs is the key to the success of this program. Kay Bennett states, "The teacher training is easy to understand and the curriculum makes sense." Bennett also credits the students as key contributors to the positive reception the program has received.

This program is easily replicated. The materials can be adapted to various student ages and different levels of teacher preparedness.

Daily Class Meetings Help Reduce Tension

PROGRAM: **Class Meeting Training**

CONTACT:
Rosie Metcalf, Counselor
Old Adobe Union School District
731 Paula Lane
Petaluma, California 94952
(707) 762-4114

AUDIENCE: Teachers and students, grades K-12

OVERVIEW: *Looking for a discipline program that was simple to understand and easy to implement, this Northern California school district elected to try a democratic class meeting model. Trained teachers facilitate the daily structured meetings where students of all ages learn the process of problem solving and practice the correct way to use those skills. The skills taught through this process are respect and responsibility for self and others, encouragement, communication, compromise, conflict resolution, and empowerment.*

COMPONENTS: ***Planning:*** A districtwide teacher survey indicated the desire for a clear discipline program that could be implemented with the least amount of disruption for teachers, school, and students. California state funds from the Drug, Alcohol, and Tobacco Education Program (D.A.T.E.) and Drug-Free Schools monies were used to implement the program in December 1991. Rosie Metcalf, a district guidance counselor, trained the staff.

Program Description: Together, both teacher and students go through a five-week training program (45 minutes per session) in their own classroom. After training is completed, Class Meetings become integral parts of the school day.

The overall intent of Class Meetings is to empower youth by teaching them refusal and problem solving skills. Meeting concepts include family constellation, encouragement, respect, responsibility, communication, problem solving, and cooperation skills. Participating teachers use Class Meetings for substance abuse prevention; an extra "no use message" session has recently become the sixth week of training.

The meetings usually last 15-20 minutes, five days a week, and are typically held just before lunch. The meetings begin with volunteer appreciation, followed by "thank you's" and/or compliments. Next comes the agenda, posted in a prominent classroom location where students may add their issues and concerns. These identified items are dealt with in order and briefly discussed. Solutions are brainstormed by the class, which then votes on the solution. After several agenda items are tackled, there is another round of appreciations and the meeting is ended.

Community Alliances: The Class Meeting Training Program is part of the district substance abuse program which is actively supported by various public and private community agencies.

Success Indicators: Informal assessment of the program occurs through verbal exchange, counselor/trainer evaluation, and follow-up with school staff, parents, and students. School reports show a decrease in teacher-to-student discipline, arguments, playground problems and disruptive classroom behavior.

Obstacles: Teachers often wanted to remind and coach students about the *process* even though students were well versed. Some teachers had a difficult time allowing consequences to happen. These obstacles were helped by the constant availability of both school counselors and trainers. Metcalf states, "We help teachers get over these obstacles by being very available for help and suggestions. Keeping a sense of humor also helped a great deal."

Key to Success: Metcalf believes the key to success is the Class Meeting trainer who consistently provides clear information and a practical, simple format for students to follow that "allows them to solve problems that are important to them." According to Metcalf, "Teachers who are trained in this program are very committed to this process. Students have come to depend on the program to help them reduce conflict."

This program can be implemented for any age group. Metcalf suggests providing a series of class meeting workshops for teachers and then identifying two or three teachers who would like the training in their classrooms. "Once word of mouth carries the positive changes that are occurring in these classrooms," she states, "more teachers will want to have the training."

Youth "Testify" to Their Peers

PROGRAM: **Peer Court**

CONTACT:
Tad Kitada/Karen Green, Coordinators
Placer County Office of Education
360 Nevada Street
Auburn, California 95603
(916) 889-5909

AUDIENCE: Students, grades 9-12

OVERVIEW: *Peer Court is a judicial/school/law enforcement partnership that developed out of community concern about juvenile crime. Twice a week youth meet as attorneys, jury, bailiff, and defendants in a historic turn-of-the-century Superior Court building. A unique feature of this Peer Court model is the two-week juvenile justice curriculum now mandated for all school district freshmen.*

COMPONENTS: ***Planning:*** A November 1991 survey of assistant principals reported that most high school students on probation were in 10th grade. The survey also showed that schools would be receptive to a curriculum related to juvenile rights and responsibilities. The Peer Court Planning Team included representatives from the juvenile courts, the probation department, the district attorney's office, the public defender's office, the welfare department, mental health services, schools, the juvenile justice delinquency prevention program, and Placer County Office of Education. The first Peer Court session was held in April 1992.

Program Description: Peer Court is held twice a month, every other Wednesday evening. Defendants have committed a variety of offenses, including petty theft (shoplifting), possession of alcohol and other drugs, possession of weapons on campus, and drunk and disorderly behavior. The jury consists of students who have completed the juvenile justice curriculum written by the Peer Court Planning Team. This curriculum is a two-week unit given to all ninth graders as part of a mandated health class. Interested students who are not freshman may take the course in evening sessions.

Jury members are past defendants. Defendants must serve on a minimum of two juries and many elect to stay longer. Additional jury members come from juveniles involved in the regular court system.

A peer mentoring system allows experienced jurists to move up to the roles of attorney, court clerk, and bailiff.

Frequently parents, teachers, and school counselors are called by the student attorneys to serve as witnesses and to verify information given by the student defendant. Coordinator Karen Green reports these court occurrences allow the cases to go beyond a typed police report. Students get firsthand experience at family dynamics, both healthy and unhealthy, and this experience often influences the "sentences."

Community Alliances: Collaboration among involved agencies helps this program function smoothly. Once a month, key youth representatives from the district attorney, county and district schools, county welfare, alcohol and drugs departments, public defenders, and juvenile court meet as the Special Multi-Agency Referral Team (SMART). SMART members discuss adolescent issues, including Peer Court operations and monitor the program's progress.

Success Indicators: Probation department personnel alert the program staff if any student re-offends. Since April 1992, 32 cases have been tried involving 41 youths. There has been only one repeat offender.

Key to Success: Program coordinators Green and Kitada believe the existence of an interagency collaborative process allows this program to succeed. All agencies are committed to the program, especially the court. Green and Kitada believe the program is easily replicated.

Helping Kids Solve Problems Without Adult Interference

PROGRAM: **Conflict Resolution Program**

CONTACT: Christine Dinger, School Counselor
Redondo Beach Unified School District
1401 Inglewood Avenue
Redondo Beach, California 90278
(310) 379-5449

AUDIENCE: Elementary school students

OVERVIEW: *Trained Conflict Managers in grades 4-6 serve their school by helping fellow students resolve conflicts in a nonconfrontational manner. Using skills in mediation, problem solving, and communication, Conflict Managers work in pairs, mainly on the playground, to help resolve problems that might otherwise call for adult intervention. The two Redondo Beach elementary schools using this program report both a boost in self-esteem for the Conflict Managers and a decrease in office visits by students referred for inappropriate behavior.*

COMPONENTS: ***Planning:*** The building principal at Birney Elementary saw a need for her students to learn problem-solving skills and, together with the school counselor, identified the Conflict Resolution Program developed by the San Francisco-based Community Board Program, Inc. Together the counselor and principal attended a four-day training program and returned to train both students and teachers. The program was implemented schoolwide in February 1992.

Program Description: The student body is introduced to the Conflict Manager program through an assembly or classroom presentations. Students then are asked to nominate Conflict Managers by classroom. Conflict Managers are selected from those nominated with close consideration given to interest, grade level, reflection of a cross-section of the student body, teacher input, and parental approval.

During their training, students learn the communication skills of how to express feelings and needs and how to listen well without taking sides. They also learn skills in leadership, problem solving, how to improve the school environment, and the importance of taking responsibility for their own actions.

Working on the playground in bright Conflict Manager tee shirts, the students apply these skills in a prescribed problem-solving process. Conflict Managers are facilitators, not judges or disciplinarians.

Disputants may be referred to Conflict Managers by the principal, counselors, teachers, other students, or themselves. The process is voluntary and no one is forced to see Conflict Managers to resolve a dispute. Students frequently seek out Conflict Managers instead of fighting or relying on adults to settle their problems.

Biweekly meetings are held with the Conflict Manager coordinator to build cohesion among Conflict Managers, to reinforce and add to conflict resolution skills, and to review and discuss log sheets. The adult coordinator also schedules the Conflict Managers, conducts training for new students, and serves as a liaison between the program and faculty and parents. Coordinators typically spend between two and four hours per week on the program once it has started and often this responsibility is shared by two or more adults.

Success Indicators: Teachers at the two Redondo Beach schools using the program report they spend less time intervening in student disputes and that office visits by students in conflict have decreased. The role of the Conflict Manager is a very sought-after position in the school. Many children who had been known to have behavioral problems themselves have become Conflict Managers and teachers report an increase in their self-esteem, leadership ability, and academic achievement.

Obstacles: School counselor Christine Dinger cautions against Conflict Manager burnout. She believes this can be resolved by increasing the cadre of trained managers so that students miss only one recess or lunch period per week. The Redondo schools have 24 working Conflict Managers per school.

Key to Success: Conflict resolution programs help students recognize that adult intervention is not always necessary and that a problem-solving process can help them share their feelings and search for positive ways to meet their needs. Students must understand the intent of the program for it to succeed. In Redondo Beach, during a schoolwide assembly, Conflict Managers acted out a role play of a typical playground dispute. This presentation helped students understand that the Conflict Managers are their friends and available to help them. "Once they get this message," says Dinger, "they would much rather resolve conflicts with their peers than involve an adult."

The program is easily replicated in other settings. Inquiries may be directed to Redondo Beach staff or to the Community Board Program, Inc., 149 Ninth Street, San Francisco, California 94103. The Community Board Program also offers conflict resolution programs for middle and secondary school students.

SAP Valued by Staff, Students, Families

PROGRAM: **Student Assistance Program**

CONTACT:
Steve von Berg, SAP Coordinator
Tokay High School
1111 Century Boulevard
Lodi, California 95242
(209) 331-7912

AUDIENCE: High school students, grades 9-12

OVERVIEW: Many student assistance programs never get beyond the initial training. School staff often do not understand the procedure, students are unsure about how helpful the program really is, and administrators are slow to show support. This hasn't been the case at Tokay High School. At Tokay, a SAP coordinator is given release time, enjoys the support and participation of peers, students, and families, and has the satisfaction of watching referrals go up.

COMPONENTS: ***Planning:*** Student assistance programming has been ongoing at Tokay High School since 1986. The program began as an alcohol and other drug intervention plan and has expanded to include the many issues facing adolescents today. The SAP team is inserviced and trained on a regular basis. Funding for the program comes from state prevention monies.

Program Description: Tokay High serves 2,400 culturally diverse students in the Central Valley of California. The SAP team of 25-30 people includes faculty, administrators, support staff, counselors, and psychologists. All are involved in the planning and implementation of program services, which range from site counseling, interventions, referrals to outside agencies, student support groups, and parental involvement. New team members are recruited annually.

SAP coordinator Steve von Berg presents SAP information to the faculty two to three times a year. During the 1993-94 school year, all freshman class members will receive a formal orientation to the program.

Tokay High's student assistance program relies on self, peer, staff, and parent referrals. Once a student has been identified, a tracking process is initiated by coordinator von Berg. If this tracking indicates a problem may exist, von Berg meets individually with the student. After the meeting, parents are informed and encouraged to participate in an appropriate strategy to help the student. Help or assistance may include counseling, support groups, referral to off-campus agencies, referral to the School Study Team (SST), or periodic counselor follow-ups.

Community Alliances: Student assistance programs rely heavily on community involvement. Public and private agencies serve both as points of referral and as sites where students receive off-campus help. Tokay High works with treatment programs, families, health services, and social service agencies. The school/parent organization publicizes the program through regular newsletters.

Success Indicators: Informal assessment has been conducted. The number of referrals and students receiving assistance have increased each year for the past three years. More students and staff are using the services on a regular basis. The number of parent referrals indicates a wider awareness and acceptance of the program.

Key to Success: SAP coordinator von Berg feels that the Tokay program works because it is valued by the district and the site administrator. He is provided release time and an office, a highly involved staff, and a faculty that is committed to addressing student needs. "When you only do interventions," says von Berg, "you are only doing half the job. You must also offer ongoing counseling and support groups for a truly comprehensive SAP."

Student assistance models are replicated in a variety of ways at different schools. Von Berg offers the following suggestions to help others: (1) provide time for training, (2) provide money and time for a coordinator, (3) provide a place for interventions, (4) provide a forum for student and faculty awareness, (5) continue educating and training staff, and (6) have counseling, support groups, or outside agencies available once an intervention has been done.

Comprehensive Services for Youth and Families

PROGRAM: **The Gateway Project**

CONTACT:
Sam Piha, Project Director
The Gateway Project/New Perspectives
4175 Lakeside Drive #110
Richmond, California 94806
(510) 223-9270

AUDIENCE: Richmond Unified School District youth, families, schools

OVERVIEW: *The Gateway Project is a substance abuse prevention and early intervention program that provides a wide range of services, including school-based student counseling, teacher consultations and workshops related to substance abuse and child development, after-school recreational programs, and evening family counseling. The program has received awards from the American Medical Association and California Department of Alcohol and Drug Programs for its effectiveness in substance abuse and violence prevention for youth.*

COMPONENTS: ***Planning:*** The Gateway Project is a collaborative project of two agencies: New Perspectives, a drug/alcohol prevention counseling program, and the West Contra Costa YMCA. The entire premise of the program is based on a team approach and this includes the Richmond Schools as key partners. Program services began in 1988.

The Gateway Project is funded through a variety of monies. These include Drug-Free Schools, federal agencies such as the Center for Substance Abuse Prevention (CSAP) and the Department of Education, and state and district funds. Corporations and individuals also contribute.

Program Description: The project provides five primary services: (1) school-based youth counseling during the school day; (2) consultation with teachers and parents on child/adolescent issues, including substance abuse; (3) school-based after-school recreation counseling groups and community-based summer recreation programming; (4) clinic-based family therapy; and (5) clinic and home-base intensive family prevention case management.

In addition to youth, parent, and family counseling, school support includes parent education and parent events, staff inservice training, crisis management, classroom presentations, and assistance in school interventions.

The after-school recreation/socialization component includes activity-based groups designed to strengthen student skills in listening, communication, conflict resolution, cooperation, and critical thinking. Discussions, journal writings, sports, games, art, and drama are among the activities. School-year outings take youth to Bay Area attractions and summer events, including wilderness trips and outings to athletic games and swimming opportunities. Family events include end-of-the-year dinners to celebrate youth accomplishments, family picnics, and special evenings of games, storytelling, and discussions followed by a group dinner.

The project is currently providing services in 13 elementary schools and all five of the Richmond junior high schools. During the 1992-93 year, the Gateway Project served over 700 students. The communities of West Contra Costa County are culturally diverse and multilingual and project staff reflects this diversity. Staff is multilingual in Spanish, Lao, Thai, and Cambodian.

Community Alliances: Being school-based, the project works very closely with the schools. The case management staff work daily with all public and private agencies and organizations to link families with both formal and informal community support resources.

Success Indicators: Both informal and formal evaluations have been conducted over the life of the project. Methods have included process evaluation, pre/post evaluations of clients with comparison groups, ethnographic case studies, and counselors reporting on the progress of treatment goals using a 1-7 scale. Seventy-three percent of youth and families typically receive a rating of five or better on their behavioral goals. Student use surveys report less tobacco use, but not reduced use of alcohol and other drugs. Surveys also show a significant reduction in negative behavior at school, violent and delinquent acts, and criminal justice involvement.

Obstacles: Gaining acceptance in the community and "protection of turf" issues were initially difficult. Project staff responded by accepting community dynamics, by "earning our stripes through actions, not words," and by associating themselves with agencies seeking positive involvement. The following strategies were used as ways to encourage parent involvement: sponsoring family events that include youth recognition and celebrate the family, offering culturally sensitive enjoyable activities, offering a style of counseling that focuses on solutions, and displaying ongoing commitment to youth.

Key to Success: The following are cited as contributors to the project's success: (1) an extremely high level of cooperation among involved agencies and a "non-turf" approach; (2) a culturally diverse staff and ongoing assessment used to redesign and improve services; (3) the use of recreation and wilderness experiences as a counseling modality; and (4) constant attention to the natural support systems in families and resiliency factors in youth that reflect a nondeficit philosophy supporting existing strengths.

SAP Includes Teacher Mentors and Student Helpers

PROGRAM: **Student Assistance Program**

CONTACT:
Janice S. Connor, Dean
Boulder City High School
1101 Fifth Street
Boulder City, Nevada 89005
(702) 799-8202

AUDIENCE: High school students, grades 9-12

OVERVIEW: *When mandated by the Clark County School District to establish a program to meet the needs of students at risk of school failure and involvement in unhealthy activities, Boulder City staff concentrated on building a comprehensive student assistance program with six major components. The services include teacher mentors who work with youth on a regular basis and student helpers who are trained to help refer students with problems to a core team that recommend a plan of action. The Boulder City staff is now confident they have options besides suspension and expulsion to offer the students and families they serve.*

COMPONENTS: ***Planning:*** An informal assessment of students, parents, and staff indicated the need for increased school-based assistance for substance abuse issues. A planning team of six teachers, two counselors, one nurse, one school police officer, and one administrator developed the program design. This team selected a student assistance team that was trained by Western Regional Center and Clark County School District staff. The program began serving students in fall 1991

Program Description: Program staff describe the student assistance program as an "umbrella opening over many components." These components are: (1) student assistance team—a core team of school staff that evaluates identified students and recommends an action plan; (2) Eagle Mentors—teachers who volunteer to work one-on-one with identified students on a regular basis; (3) Eagle Staff Helpers—students who receive ongoing training as good communicators to help or refer students with problems; (4) support groups—students may volunteer or be referred to weekly support groups for information regarding personal situations; (5) affective skills class—a class for identified students who need help developing survival skills and a sense of responsibility for their actions; and (6) crisis intervention—a team consisting of a counselor, administrator, nurse, and psychologist to assist students and family in a crisis situation.

Community Alliances: Treatment programs, social service agencies, juvenile justice officials, and law enforcement representatives have provided speakers, consultants, and resources to the staff. Program staff network with area agencies for student and family referral services.

Success Indicators: Mentors report that students are demonstrating improvement in grades, attitudes, and behaviors. Student peer helpers report that the increased services are helping students solve problems.

Obstacles: The planning team quickly realized that the faculty requires immediate feedback regarding progress of identified students. When this did not happen, the staff questioned the validity of the program and was less apt to trust the entire student assistance process. Staff buy-in of the program also requires a core team that is trusted and respected by fellow peers.

Key to Success: Critical components have included district-level support for all phases of the program and the selection of a diverse core team representative of all student needs. The student assistance program was first presented to the faculty by the teachers familiar with the process. This presentation by peers helped the program gain quick acceptance and trust.

One-on-One Contact at a Critical Age

PROGRAM: **Family Advocate Worker**

CONTACT:
Don Orndorff, Director
Young Citizen's Activity Center
Box 1540
Hawthorne, Nevada 89415
(702) 945-3377

AUDIENCE: Primarily students in grades 4-6

OVERVIEW: *The family advocate worker provides personalized attention by coordinating and streamlining whatever services students in need may require. This may include finding an appropriate afterschool activity for a child or counseling youth who are habitually truant from class. Supportive alliances with community agencies and continual networking with youth-serving groups are critical components of this position. The family advocate worker has helped expand the definition of community collaboration in Hawthorne.*

COMPONENTS: ***Planning:*** A survey was sent to over 800 parents of elementary and junior high school students asking for opinions about a school latchkey program. The results of this survey indicated that many families were in need of a central referral service with information that ranged from afterschool care to mental health services to stress reduction strategies.

The Young Citizen's Activity Center began planning a position to fill this need and was assisted by a community team composed of representatives from the juvenile probation office, school counselors, school administrators, and the director of the Drug-Free Schools Committee. The family advocate worker has an office at the elementary school and the position is partially funded through state Drug-Free Schools monies

Program Description: The family advocate worker was initially funded as a half-time position with primary responsibilities being the development of a community referral resource book that detailed available services for fourth- through sixth-grade students exhibiting numerous high-risk behaviors. The job quickly evolved to one of personalized contact with youth referred by teachers, outside agencies, or the general public

The family advocate works with the child, parents, school, and outside resources to develop an intervention plan. Contact may range from a one-time-only meeting (for example, a suitable boy scout troop is found for a young man), to weekly contacts with children under Child Protective Services care, to intensive situations requiring daily work.

Three months into the position, the Drug-Free Schools Committee funded the other half of the job to include the coordination of the district's alcohol and other drug curriculum. Ten hours per week are now spent presenting classroom lessons and working with teachers to infuse prevention messages throughout the school. This increased funding has also allowed the family advocate to work with youth in grades four through 12 on truancy issues. The family advocate is currently working with the juvenile probation department to develop a more functional procedure for truants. The typical case load for the family advocate is 30 youth.

Community Alliances: The family advocate works with schools, parents, and numerous community agencies. Business groups have been very supportive in informing employees about insurance coverage. The Lions Club International has funded the Quest prevention curriculum. Health and social service agencies work with the family advocate on at least a weekly basis. A multi-department task force meets weekly to discuss situations as they arise. Local churches have provided family-oriented support.

Success Indicators: The family advocate has received much support from the school administration and teachers. Additional funding from the school allowed the position to expand. The high case load helps demonstrate the need for this position and the networking that has resulted from this position helps show the community that no one agency "owns" prevention.

Obstacles: The only obstacle has been developing a constant and long-term funding base. The position was developed for long-term success and expansion to other grade levels. Funding is now dependent on year-to-year commitment from various agencies.

Key to Success: The main key to the success of the position has been flexibility. The development of the multi-agency task force and the commitment of those involved has made for a professional support group using a team approach to prevention with a communitywide focus. Kathlyn Bartosz, intervention specialist with the Nevada Bureau of Alcohol and Drug Abuse, a program founder, also believes the ability and knowledge of the person hired for this position was another critical component. She states, "The ability to work with people in crisis and good communication skills are a must."

In Lieu of Suspension...

PROGRAM: **Project Counteract**

CONTACT:
Chet Edwards, Director
Alternative Education
Portland Public Schools
3633 N.E. 17th
Portland, Oregon 97212
(503) 280-5783

AUDIENCE: Elementary and secondary school students

OVERVIEW: *Project Counteract is the Portland School District's alternative program for students suspended for or affected by use of mood-altering chemicals. The 45-day program provides academic classes and specialized substance abuse counseling. Parent intervention classes meet weekly to cover topics such as codependency, family roles, and survival skills for parents of teens. Evaluation reports show lower use of both alcohol and other drugs by students who have completed the program as well as gains in academic areas.*

COMPONENTS: ***Planning:*** Project Counteract was developed by the Portland Public Schools Drug and Alcohol Office in response to concerns about interrupted services for students expelled from school for TAOD policy violations. Patterned after the REACH program operated by the Anchorage, Alaska, school district (see *Sharing Your Success, Volume I)*, the project began in January 1991 and is funded primarily by federal grants.

Program Description: Students enter Project Counteract for violation of district policy that prohibits possessing, using, selling, or distributing drugs or alcohol. The program is mandatory for these offenses. Students who are in a recovery program may also attend on a voluntary basis. Random urinalysis testing is used to monitor abstinence. The program operates from a former high school building that houses several alternative education programs. Project Counteract occupies three classrooms, one of which is a counseling center. Students are given public transportation bus tickets on a daily basis; no motor vehicles are allowed.

Project staff varies according to the number of students, but typically consists of a teacher, an educational assistant, an alcohol and drug specialist, and a project coordinator. School begins at 9 a.m. and ends at 2:45 p.m.

There are three components to Project Counteract: (1) group intervention, (2) parent intervention, and (3) the educational program. Students participate in one of two daily group interventions, chemical insight or recovery. The groups discuss alcohol and other drug issues, as well as issues of sexuality, AIDS, domestic violence, date rape, eating disorders, and teens in crisis. Communication, interpersonal skills, and anger management are covered extensively. Evening parent groups meet weekly. Parents are introduced to addiction concepts, principles of adolescent development, and family communication techniques.

Students are expected to follow the same course of study they would pursue in their respective home schools. Project teachers work closely with home school staff and students are required to adhere to written weekly contracts that detail assignments. In addition to regular courses, Project Counteract students have a weekly speaker series, go on numerous field trips, and can participate in a radio program. Exit conferences with teachers, counselors, administrators, and parents are mandatory.

Community Alliances: Project Counteract students are typically involved with multiple agencies and project staff routinely network services and resources from these organizations. A juvenile court officer works with the program. The parent component is linked to a local treatment agency for additional family and student support.

Success Indicators: A local university conducted an evaluation of 82 students who participated in the first one-and-a-half years. Student reports, counselor ratings, and urinalyses show a reduction in student alcohol and drug use, especially among those students in the mandated group. Students uniformly either maintained or improved their grades while at Project Counteract. The program is currently being evaluated by the juvenile probation officers attached to the program.

Obstacles: The primary obstacle is dealing with the size of a large metropolitan school district and "swinging" the attitude from one of suspension/expulsion to one of prevention and rehabilitation. Ongoing staff inservices and technical assistance by key personnel has helped.

Key to Success: Project Counteract staff say that group involvement on a daily basis is their key to success. This helps establish a consistent structure with opportunities for intimate relationships. Another key component is that Project Counteract is mandated for students; the lack of choice helps students quickly invest in the program.

Middle School Elective for Success

PROGRAM: **Gaining Achievement Through Supportive Behavioral Intervention (GATSBI)**

CONTACT:
Susan Kane-Ronning, Youth Program Manager
Prevention and Recovery Northwest
1188 Olive Street
Eugene, Oregon 97401
(503) 484-9274

AUDIENCE: Middle school students, grades 6-8

OVERVIEW: *Middle school students at risk for school failure or alcohol and other drug involvement are invited to join the GATSBI program at two Eugene middle schools. Called "Success Class" at school, the small groups of youth get intensive help in improving their grades and school attendance, managing their anger, and reducing stress. A parent component also involves family members.*

COMPONENTS: ***Planning:*** Middle school personnel indicated a need for intervention services. Susan Kane-Ronning, a staff member at Prevention and Recovery Northwest, was already working with Eugene schools and developed GATSBI as a doctoral student in counseling psychology at the University of Oregon. The first classes were offered in 1991.

Program Description: GATSBI's Success Class is a yearlong elective with a total of 10-12 students and one teacher. Students are identified through the use of various high-risk youth screening tools and invited to take the course. Both students and parents are consulted and parental permission is required. Regular classroom teachers are recruited to teach the course. They receive comprehensive multi-day training from Kane-Ronning, along with weekly supervision throughout the school year.

GATSBI classes meet on a regular basis for the entire school year. Student contracts are used for short- and long-term goals that include changing the student's GPA, improving attendance, and dealing with discipline issues. Daily skill-building sessions target the following areas: stress management and relaxation, study skills, decisionmaking and problem solving, anger management, and leadership. Counseling and group process strategies are also used throughout the class. Community service projects are required.

Regular contacts with parents is an important component of the program. The teacher and Kane-Ronning make weekly telephone contacts. During the 1993-94 school year, parents will be required to attend a pre-class training and one parent meeting per month.

Community Alliances: The program receives private foundation, district, and state funding. Public and private agencies help provide services and opportunities for GATSBI participants. Through community service, the students are introduced to a variety of agency representatives.

Success Indicators: Data from the 1991-92 school year shows that 50 percent of the GATSBI students increased their attendance and 76 percent improved their GPAs. On standardized parent, teacher, and self-report questionnaires, 74 percent showed improved or sustained behavior. Formal evaluative data comparing program students with a control group will be available in winter of 1994.

Obstacles: Involving parents has been a challenge and staff hope that by mandating monthly parent meetings, more families will participate.

Key to Success: GATSBI develops parent/teacher alliances and blends counseling, social and study skills, and behavior management on a daily basis. "We also stress success by helping youth change their behavior outside our class setting," says Kane-Ronning. "This affects other school classes, their peers, their homes, and their community."

Two Intervention Specialists in One High School

PROGRAM: **Selah High Drug and Alcohol Program**

CONTACT:
Suzanne McDaniel, Principal
Selah High School
801 North First
Selah, Washington 98908
(509) 697-0770

AUDIENCE: Secondary school students, grades 9-12

OVERVIEW: The 1989 Omnibus Alcohol and Controlled Substances Act (See Sharing Your Success, Volume 1) *provided funding for schools to implement comprehensive student assistance programs. This legislation specifically provided for the services of a substance abuse intervention specialist at the school site. Selah High School has two such designated intervention specialists.*

COMPONENTS: ***Program Description:*** Selah High School serves 800 students in a rural community of 5,000. The two counselors are the designated intervention specialists. In addition to each working with a designated prevention/intervention group and a recovery support group, they both carry the usual tasks of counseling, scheduling, career counseling, and crisis intervention.

The school has a strong, well-established core team from which most referrals to the two groups are made. Self-referrals, parents, and coaches are sources as well. Students are identified when some change in behavior is noticed, the counselor is notified, and a check list distributed to the student's contact teachers. The core team meets every other week to discuss students and appropriate plans of action. The intervention specialist then discusses the action steps with the student.

Students who are not suspected of needing chemical assessments are individually counseled or referred to various school-based student support groups. These include groups for sexual abuse victims, children of divorce, and academically skilled students who are under a lot of stress.

Those students who are in violation of the school alcohol and other drug policies or who are suspected of use are referred to a local agency located four miles from school for a formal assessment. Assessment is treated as a health, not a moral, issue and the family is strongly encouraged to support the process. Sometimes, the intervention specialist, at the parents' request, will take the student to the assessment agency. The school district pays for the assessments with the omnibus state drug funds. Once the assessment is done, a copy of the treatment recommendation is sent to the school counselor.

Outpatient treatment is available within a few days and inpatient treatment is available as soon as a bed is found and finances have been worked out. Once both parents and student sign a release, there is open exchange of information between school and treatment staff. The attendance of outpatient students is monitored by the intervention specialist and those youth who are thinking of quitting treatment receive more individual counseling. When treatment is complete, the counselor meets with the student to arrange a class schedule and appropriate support group placement.

All students returning from treatment attend Selah's recovery support group. The intervention specialist co-facilitates this group with a certified chemical dependency counselor from the assessment agency. There is no parent component to the aftercare program.

Community Alliances: For six years the assessment agency has been training school staff in adolescent alcohol and other drug issues. This has resulted in increased networking, confidence in each other's program, and mutual trust and respect.

Success Indicators: Programs being funded through state monies are being assessed by professional evaluators and this data is not yet available. School statistics indicate that over 75 percent of the students in treatment return to school. Counselors estimate that approximately 10 to 15 percent relapse.

Key to Success: The availability of state funds for the provision of two intervention specialists and free student assessments is credited as the critical element for this program's success. The school has been able to hire support staff for the counselors so that they are free to facilitate the support groups and complete additional required intervention work. The administration and entire staff support the program and students have said that they now know "a problem is not ignored, there are resources to deal with it, and there is a system for kids when they return to school or when they need help."

Fifteen Different Alternative Programs Support All Youth

PROGRAM: **Yakima Alternative Schools**

CONTACT:
Wes Crago, Director
Yakima Alternative Schools
901 West Whitman
Yakima, Washington 98903
(509) 575-3492

AUDIENCE: Students, K-12 (emphasis on 7-12)

OVERVIEW: *Yakima schools are committed to developing an educational program for any youth under 21 years of age who have not completed high school. To back up this commitment, a total of 15 different programs at multiple sites are offered. All available school community resources are utilized to develop a program and secure the appropriate placement for each student. The clients served have ranged from five to 21 years of age.*

COMPONENTS: ***Planning:*** Since 1968, the Yakima School District has developed on- and off-campus alternative school programs for youth. Alternative school staff devise programs combining all educational and training options in the Yakima area. All programs strive to increase social and academic skills, foster positive self-images, and help each student set realistic goals that will help them graduate and make them more employable.

Program Description: All placements into the Yakima Alternative Schools are made through the Youth Services Center. The center employs certificated school staff members who work full-time to place youth into appropriate programs. The list of potential alternative school clients comes from a multitude of sources: schools from which students have voluntarily dropped out, schools from which students have been suspended on a long-term basis, court referrals, concerned citizens from the community, and self-referrals by unenrolled students. All students must meet the same minimum requirement for graduation as any other Yakima School District youth. Alternative school sites vary from schools to community centers, single-standing houses to juvenile detention facilities.

The first goal of the program is to place potential students in regular school programs; when this is not in the best interest of the student, center staff attempt to place them in one of the alternative components. These components include the following:

Students, Grades 9-12—There are seven different programs for high school students. Some sites target special needs students and offer a low teacher-student ratio. "The Place" serves up to 90 students with high levels of chemical use and abuse. Stanton Alternative High serves 190-200 pregnant or parenting teens and Elite Alternative High focuses on prevention of student gang involvement.

Students, Grades 6-8—There are two programs specifically targeting middle school students. One focuses on self-esteem, anger management, and parent involvement and the other, Weeds (We Educate Students) Middle School Alternative, targets dropouts with multiple needs.

Students of All Ages—The Ridgeview Group Home works with youth who are under the supervision of juvenile rehabilitation. Home Outreach utilizes individual contracts and targets pregnant teens or teen mothers who cannot attend onsite programs.

Specific Populations—Project 107 is for "street kids" who are regular substance users and abusers. The College Alternative Program (CAP) is designed for high school dropouts who work on GED preparation, work study, and employment opportunities. The Migrant Alternative School (MAS) serves 200 students, ages 15-21. Class hours accommodate migrant work hours.

Key to Success: The Yakima Alternative Schools enjoy both a 15-year historical record and strong support from administration, school board, and community. The overall philosophy is to do "whatever it takes" to educate and graduate all youth. The commitment to address human and academic needs in a caring environment are key elements in the continued success of these multiple programs.

Section 3

Community Partnerships

COMMUNITY PARTNERSHIPS

Community alliances continue to be key components of all comprehensive prevention programs. When schools and communities work together to strengthen their neighborhoods and their families, exciting things begin to happen.

The planning process can be challenging and slow, but the rewards and benefits can be great. On the following pages, you will read about partnerships that include law enforcement and rural coalitions. Community mentoring programs and gun- and drug-free zone projects for school safety are also described. One community project works with businesses to help develop drug-free workplaces.

Community collaboration takes time, patience, and a strong focus and direction. Established partnerships testify to the fact that community action does work and that local citizens can identify and create the solutions to local issues.

A Shared Vision Surrounds the School for Safety

PROGRAM: **Gun and Drug-Free Zone**

CONTACT:
Debbie Morris, Outreach Consultant
Strauch Elementary School
3141 Northstead Drive
Sacramento, California 95833
(916) 925-6703

AUDIENCE: School and surrounding community

OVERVIEW: *Strauch Elementary School is one of 10 schools in the North Sacramento School District and the first in the area to be established and recognized as a Gun and Drug-Free Zone. Located in a diverse area and projected to be a future major crime area by police, local parents in partnership with school and businesses decided to quickly take action against the drugs, gangs, and speeding cars they see compromising their children and community.*

COMPONENTS: ***Program Description:*** The Gun and Drug-Free School Zones Act passed by Congress in 1990 prohibits the possession or discharge of a firearm or the possession or use of a controlled substance within 1,000 feet of private, parochial, or public school grounds. If convicted of selling drugs or illegally possessing a firearm on or near school property designated as a Gun and Drug-Free Zone, persons face additional federal criminal penalties of imprisonment and fines.

Planning: In May 1992, after seeing the video *Drug-Free Zones: Taking Action,** two parents worked with school staff, parents, and community members to form the Strauch Community Coalition. During the summer the coalition planned a community meeting and Children's March. Both events took place in conjunction with Red Ribbon Week.

In August, members of the coalition informally surveyed the neighborhood with the question, "What is the biggest single problem you see in this community?" Local residents listed drugs, gang activity, and speeding cars.

Over 200 adults and children attended the October 22nd community meeting. Six days later, over 500 children and adults walked the drug-free zone area with signs and chants. The Sacramento Police Department blocked off nearby streets and escorted the crowd. The march ended with the installment of the last Gun and Drug-Free Zone sign in front of the school.

Strauch's Gun and Drug-Free Zone spreads 1,000 feet around both Strauch Elementary School and Rio Tierra Junior High School. Areas that are primarily residential housing and local businesses are just outside the zone.

Community Alliances: Gun and Drug-Free Zones exemplify community alliances. At Strauch, local businesses helped with fund raising to purchase signs, provide refreshments for meetings, and advertise the project. In addition to law enforcement and business, local politicians and the School Board of Trustees worked together with parents, children, and teachers. A schoolwide poster contest produced the 1993 Strauch Drug-Free Zone Calendar, with proceeds going to further project efforts.

Indicators of Success: The coalition meets regularly to "keep on top of community concerns." Coalition members state that children on campus have taken ownership of their school and have a sense of pride in what they have accomplished. The youths are also developing a Kids Against Drugs Club (KAD) for the development of positive alternatives to tobacco, alcohol, and other drug use.

The North Sacramento School District is committed to making all 10 of its schools Gun and Drug-Free Zones. Many of these schools have begun their planning efforts. The Strauch Community Coalition is also developing a Neighborhood Watch program.

Obstacles: Outreach consultant Debbie Morris states that people who doubted the program were given continual information about the zone, through the news media, PTA meetings, and school newspapers. Morris encourages a constant sharing of information: "You cannot simply put up the signs. There must be community buy-in."

Key to Success: "The key to the success of this program is, first and foremost, a shared vision," says Morris. "Teamwork and commitment is next. Everyone may not agree on each issue, but having a place to voice an opinion is critical. People want to be heard."

Gun and Drug-Free Zones are found throughout the western region. Morris suggests taking one or two schools at a time.

* Available from the California Attorney General's Office: Call (800) 451-0303 outside California and (916) 638-8383 in California.

Free Counseling and Support from Law Enforcement

PROGRAM: **Menlo Park Police Department Youth Services**

CONTACT:
Janice Walton, Juvenile Resource Officer
Menlo Park Police Department
801 Laurel Street
Menlo Park, California 94025
(415) 858-3384

AUDIENCE: Children, ages 5-17, and their families

OVERVIEW: *A free resource provided to the community through city funds, Youth Services provides counseling, education, and referrals for youth and their families as a way of preventing potential problems. While the intent is to prevent youth from ever entering the court system, the program also works with juveniles once a court case is being processed. Acting as "someone to talk to," six counseling interns are working with youth and families on issues that range from potential suicide and runaways to school failure and alcohol and other drug abuse.*

COMPONENTS: ***Planning:*** An informal assessment of need was made as Officer Janice Walton worked in classrooms teaching alcohol and drug education for three years. Walton observed that students were taught lessons about the consequences of using, signs and symptoms, illegalities of use, etc., and then often left without any mechanism to share their concern about family members or friends who may be harmfully involved. The Youth Services program was developed in September 1989 to specifically address these unmet needs that often result in crisis situations. School personnel, police department staff, and other youth-serving agencies all agreed it was a needed service.

Program Description: The program is designed for children and their families who reside in the city of Menlo Park or who attend school there. The majority of the children served are not involved with law enforcement.

A licensed marriage, family, and child counselor supervises six counseling interns. Youth clients are referred by the police department, probation, child protective services, school staff, families, and friends. Clients are usually seen on the school site in individual sessions. The goal is to see each client once a week and more often if there is a crisis situation. Program developers originally believed counseling would last 10-15 sessions per client; they quickly found that in many cases they last the entire school year.

Youth Services is frequently called upon to handle crisis situations involving potential suicide, child abuse, school behavioral incidents, alcohol and drug abuse, or runaways. The program begins with a series of one to five assessment sessions. At the end of the assessment period, the case can be closed, the client may be referred to a community agency for continued assistance, or the youth and/or family can contract with the police department for additional sessions.

Presently, Youth Services is a free voluntary program.

Community Alliances: Referrals come from the juvenile justice system, schools, health services, families, students, and friends. If the client has problems beyond Youth Services expertise, program staff refers to appropriate resources.

Success Indicators: A formal evaluation tool is being developed. Informal assessment indicates youth are making progress on their behavioral outcomes.

Obstacles: More children are identified than can be served. Space at schools is often not adequate for counseling and sometimes school administrators appear to lack enthusiasm for the service.

Key to Success: Officer Walton believes "caring people, persistence, flexibility, and a lot of work" have helped this program serve the youth of Menlo Park. She believes the program can be replicated and encourages inquiries.

Bridging the Gap Between Generations Improves Reading and Self-Esteem

PROGRAM: **Grandparents in Partnership Reading Program**

CONTACT:
Shirley Hackett, Family Health Consultant
Lodi Unified School District
1305 E. Vine Street
Lodi, California 95240
(209) 331-7119

AUDIENCE: Grandparents and senior citizens and students in grades 2-3

OVERVIEW: *Seniors and youngsters both win in this intergenerational program where adult volunteers read individually with elementary school children one to two hours per week. Seniors are also able to share their wisdom, life experience, and individual skills with the students, as well as help send the message of adults who care about healthy children and quality education for all students. One volunteer says, "We wanted grandchildren, and now we have them. When the children are with us, they're the star."*

COMPONENTS: ***Planning:*** A survey of district third-grade teachers indicated a high degree of frustration in not being able to provide one-on-one tutoring for children not reading at grade level. Additionally, this inability to successfully read was viewed as a serious concern for the student who also was lacking individual attention at home. The survey results were reviewed by the Health Task Force, which in turn recommended the program to be piloted in one third-grade class. The program went districtwide in fall of 1990.

Program Description: After a simple 90-minute training session, senior volunteers make a two-hour commitment one time a week for at least one month. They then schedule their time to go into second- and third-grade classrooms to work with children needing special assistance with reading skills. The program currently includes over 300 volunteers and operates in 21 district schools. Many volunteers work in more than one classroom.

The requirements for volunteers are simple: an interest in children, the ability to read at the third-grade level, and being available to donate two hours of time per week. In addition to increasing children's reading skills, caring relationships between the youth and the elderly are being made. Schools and rooms have "adopted" their special grandparents and frequently sponsor special events to show their appreciation. Each March a Volunteer Tea honors all program participants. For the past two years, a local high school youth club has also sponsored a Senior Prom.

Community Alliances: The program recruits and trains volunteers from businesses, civic groups, families, schools, and the county volunteer agency.

Success Indicators: Teachers test reading skill before participation in the program and after nine weeks of tutoring. Fifty percent of the children usually are reading at grade level at the end of the nine-week period. Teachers also report significant reductions in classroom discipline problems and an increase in general class participation. Over 89 percent of the senior volunteers remain in the program for at least one year. Thirty percent of the volunteers donate time at more than one school.

Obstacles: The only real obstacle has been keeping up with the demand for volunteers and the demand of new volunteers who want to participate. Trainings are now scheduled four times a year.

Key to Success: Coordinator Shirley Hackett says, "Keep the program specific, simple, and well-defined." Hackett's personal contact and availability to both teachers and seniors has contributed to the success and growth of the program. Volunteers receive a great deal of public and private recognition.

Hackett believes this program is very easy to implement anywhere. She has conducted "training sessions" by conference call and would like to see the program replicated in all schools.

Unconditional Friendship and Support

PROGRAM: **Special Friends**

CONTACT:
Ronald Lundy, Director of Elementary Education
Santa Rosa City Schools
217 Ridgway Avenue
Santa Rosa, California 95401
(707) 528-5272

AUDIENCE: Students, grades K-6

OVERVIEW: *Drawing on resiliency research that shows children who have positive ongoing relationships with caring adults have better coping skills than those who do not, Santa Rosa school and community members work together to match adults with students in need of good listeners and friends. The program now operates in two elementary schools and participating students seem to have fewer disciplinary difficulties and more success in school.*

COMPONENTS: ***Planning:*** The basic premise of the program was derived from a student intervention training offered to school staff. Research on resiliency produced by both the Western Regional Center for Drug-Free Schools and Communities and the Children's Defense Fund provided guidance for the program. Funding was provided through Drug-Free Schools; the first Special Friends group began in October 1992.

Program Description: Students are identified by the Student Study and CARE Student Assistance Teams. Typically the children are those who are struggling to adapt to school in some way and are lacking significant success in their school experiences. Students are matched with community members who represent local service groups, community-based and senior organizations, and the Chamber of Commerce.

Special Friends volunteers attend a two-hour training that addresses the "do's and don'ts" of informal mentoring, positive discipline and listening techniques, and how to handle confidentiality issues that may involve reported abuse. A 20-minute video on mentoring relationships in and out of school is also shown. The local Big Brother/Big Sister organization has helped with background checks and fingerprinting of the adults.

Special Friends meet with the youth at school typically during lunch hours. The 45-minute lunch hour is usually spent just talking and listening. "Just being there" for the child is the major focus of the program; this may mean reading with the students, shooting baskets, or helping with homework. The site administrator supervises the program at each school.

Community Alliances: Special Friends volunteers come from business and industry, Chamber of Commerce member organizations, religious organizations, and volunteer civic groups. The Big Brother/Big Sister organization assists in volunteer training and background checks. Local media supports the program through feature stories.

Success Indicators: Teachers and counselors are gathering informal data on the children involved in Special Friends. They report that the students look forward to the arrival of their Special Friend and that they seem to have fewer behavioral referrals. The district Elementary Education Department and the school site administrator are in frequent contact concerning the monitoring of the program.

Obstacles: Program officials quickly realized that volunteer training had to be convenient and streamlined to fit the needs of community members and that mentors must clearly understand their roles. A "mentor manual" is now being written to address these issues and adult/child time is now more carefully structured.

Key to Success: Ronald Lundy, director of elementary education and the person in charge of Special Friends, reports that community members who elect to become mentors appreciate and "find exciting" the research on resiliency that is shared in the volunteer training. "This research shows people outside the school that this is a 'doable' endeavor," he reports. "They understand how programs like this work for kids."

Lundy believes the programs can be replicated at other sites, but encourages school officials to appoint a coordinator/facilitator to monitor and organize the program.

Community Support that Doesn't Go Awry

PROGRAM: **Project RAD: Riverside Against Drugs**

CONTACT:
Murray Schiller, Project RAD Coordinator
Alvord Unified School District
10365 Keller
Riverside, California 92505
(909) 351-9367

AUDIENCE: Students and community members

OVERVIEW: *Project RAD represents a unique coalition of business and industry, schools, and law enforcement. Working together since 1986, project representatives have managed to fund and implement a comprehensive prevention and intervention program in the Riverside and Alvord Unified School Districts. Students in all classes, kindergarten through 12th grade, receive research-based prevention curriculum and CORE student assistance teams have been established on all campuses. Because the project has enjoyed community buy-in from the beginning, long-term local commitment appears secure.*

COMPONENTS: ***Planning:*** Project RAD began in 1986 with the formation of the Substance Abuse Subcommittee, part of the Education Committee of the Greater Riverside Chamber of Commerce. Members then and now represent business owners, school officials, and representatives from the local police department.

This committee named itself "Riverside Says No to Drugs" and immediately went about raising matching funds for the implementation of a commercially produced alcohol and other drug prevention curriculum for all grade levels in the two school districts serving Riverside youth. Over $100,000 was raised and the prevention curriculum was fully operational in two years instead of the projected five.

The second phase of the project began in 1987 when members of the planning committee secured grant monies through the State Office of Criminal Justice Planning for increased intervention services. The grant was named Project RAD and the name has remained since that time.

Program Description: Project RAD funds have provided the inservice training of 1,031 teachers, school resource officers, and school nurses in the prevention curriculum. To date, 54,000 elementary and 16,000 secondary school students have completed the curriculum for their respective grade levels.

Project RAD funds a variety of intervention services. The School Resource Officer (SRO) Program has been expanded to make the SROs more available for building relationships with students and parents and for assisting in school safety issues. CORE teams of trained student assistance staff have built a network of 126 group facilitators who run intervention groups at all eight high schools, eight middle/intermediate campuses, and five elementary sites. Groups are also held at the Riverside Independent Study campus. Project monies have made possible over 1,218 parent education sessions using a variety of age-appropriate parenting curricula.

Community Alliances: Schools, parents, community agencies, law enforcement, and business and industry are major contributors to Project RAD. Over 100 individuals and businesses are listed as financial supporters. These supporters range from school board members to police officers to business owners and parents.

Success Indicators: Informal indicators include the ongoing demand and publication of over 200,000 public awareness brochures in both English and Spanish and continual improvement of prevention and intervention components. Of the 4,436 students identified by CORE teams for assistance, 1,682 have been placed in intervention groups. Arrests for both possession and sales of drugs on or near targeted campuses have declined since the project began. Fund-raising goals have been met every year since 1986.

Key to Success: Project coordinator Murray Schiller says, "The key to our success is community support. This is not another school program. This is a community-based program with a school component." Schiller acknowledges the challenge of obtaining long-term commitment from community coalitions and advises others to devise long-range plans that can secure long-range commitment from key community groups.

Bridging the Gap Between Communities and Law Enforcement

PROGRAM: **Idaho Community Policing Project**

CONTACT:
Dean W. Roland, Special Agent
Idaho Department of Law Enforcement
250 Northwest Boulevard, Suite 108
Coeur d'Alene, Idaho 83814
(208) 765-1249

AUDIENCE: Community members, youth and adult

OVERVIEW: *Community policing is both a philosophy and an organizational strategy that allows police and community residents to work closely together in new ways to solve community problems. Funded through a federal Bureau of Justice Assistance grant, three senior officers cover all of Idaho and work with schools, businesses, parent groups, and youth organizations to provide current information about the harmful effects of alcohol and other drugs, assist with prevention projects, and conduct regional and statewide trainings in proactive approaches to drug-free lifestyles.*

COMPONENTS: ***Program Description:*** Initiated in August 1990, this statewide program is based on the philosophy that the police and the public they serve have an interdependent and shared responsibility to make their communities safe, healthy, and livable. Three community police officers (CPOs) are stationed in Coeur d'Alene, Boise, and Idaho Falls to serve the entire state as leaders, organizers, and network coordinators in community action programs. They are often assisted by college interns from nearby colleges and universities.

The emphasis of the program is on building and expanding community-based efforts to prevent and reduce the use and abuse of alcohol and other drugs and crime and to increase public participation in such activities. To this end, community police officers are available upon request to provide or facilitate current information on issues associated with teenage alcohol and other drug use, school delinquency, date rape, teen pregnancy, suicide, and teenage parenting. They also conduct community, media, and business presentations and review drug policies, programs, and educational materials for all Idaho citizens. A major service for business and industry has been trainings in establishing policies and procedures for a drug-free workplace.

Existing programs, organizations, and special events such as Red Ribbon Week and health fairs are supported through the program. Officers serve on boards, committees, and task forces as drug education and prevention specialists. Community officers are trained to listen and to gently guide, not lead, as they help adults and youth to understand specific problems and strategize solutions.

Community Alliances: Community partnerships form the core philosophy of the program. Officers work with as many public and private agencies and organizations as possible to ensure broad-based representation.

Success Indicators: The Idaho Department of Law Enforcement is collecting data on the number and types of agencies that request assistance, the number of hours spent with each agency, participation at presentations, and meetings attended by community officers.

In the first 36 months of the program, the three community police officers presented educational programs to over 14,328 students, and 2,000 teachers representing 95 different school districts. The officers also presented to 6,873 adults from 60 different communities and 1,938 police officers from 75 different agencies. Additionally, the officers work with over 10 major statewide community-based prevention organizations and programs and have trained over 25 private and public sector businesses in drug-free workplace management.

Obstacles: The three community police officers are continually challenged by two major obstacles: the large territory they must cover and the lack of acceptance by some communities. They respond to these challenges by staying flexible; they realize that change is a slow process and that "outsiders in small communities must be self-motivated, with good communication skills."

Key to Success: This program provides valuable services to schools, organizations, and businesses free of charge. Schools and task forces have quickly realized the benefits for teacher inservice training and community presentations. Community policing philosophies are easily replicated.

Prevention Is Not a Spectator Sport!

PROGRAM: **Prevention Assistance Team: Community Mobilization Curriculum**

CONTACT:
Beverly Braig
Montana Communities in Action
P.O. Box 732
Kalispell, Montana 59659
(406) 755-6525

AUDIENCE: Community members

OVERVIEW: *The Prevention Assistance Team (PAT)is a statewide effort to provide communities with the training and technical assistance necessary to organize, implement, and evaluate comprehensive prevention services. PAT was created to counter the existing problems of too many groups working in isolation, too much "turf," and too few resources. Grounded in the belief that local people solve local problems, PAT developed a six-component training curriculum that takes community groups from press releases to ideas designed to "breathe new life into their efforts."*

COMPONENTS: ***Planning:*** The Prevention Assistance Team is a statewide community-based organization with over 60 members representing every region of Montana. In an effort to help break down barriers to effective planning by local citizens, a PAT subcommittee developed the Community Mobilization Curriculum.

The planning team was composed of VISTA (Volunteers in Service to America) volunteers, school administrators, teachers, and representatives from state and private agencies. The team drew on the theory and philosophy of Jeanne Gibbs, David Hawkins, Richard Catalano, and William Lofquist and in July 1992 received a Drug-Free Schools grant to provide training to six Montana communities.

Program Description: The curriculum is divided into six modules that range in length from three to eight hours. Typically, the community group receiving the training includes school staff, child abuse prevention advocates, alcohol and other drug prevention providers, community leaders, parents, and youth. Volunteer trainers are given a two-day training by PAT representatives.

The six modules are: (1) pre-planning packet—the organization requesting training fills out a community profile and community resource/collaboration assessment; (2) marketing consultation—a resource tool with media and dissemination information on how to promote community prevention strategies; (3) community mobilization and team building—the heart of the curriculum, ending with an action plan, has participants examine differences between prevention and remediation, the importance of diversity in prevention efforts, and how to expand partnerships and foster collaboration; (4) community strategic planning—team members develop a mission statement, goals, objectives, and action strategies and then commit to a personal plan of action with timelines; (5) evaluation training—designed to demystify evaluation and provide easy-to-follow tools for evaluating process and outcomes; (6) sustaining the momentum—exercises help team members assess progress and lack of progress to date, redefine goals and strategies, and engage in communication exercises to refresh the group's efforts.

Community Alliances: The Prevention Assistance Team members represent schools, parents, public and private agencies and organizations, and youth. The community teams they train all have similar compositions. Youth participation is highly valued.

Success Indicators: Evaluation efforts are centered on assessing the effectiveness of the training. Follow-up evaluations are conducted at one-, six-, and 12-month intervals to determine whether the communities are making progress. To date, all communities report they continue to meet, plan, and make progress on their action plans.

Obstacles: PAT members list the following: the size of the state, the lack of understanding by some communities of the need for better-organized services, and the challenge of working around volunteer schedules.

Key to Success: Numerous factors contribute to this statewide effort. They include the effective use of volunteers, a common vision established early, careful planning of the process, taking the lead from each community trained, having a paid part-time coordinator, and the backing of private nonprofits and several state agencies.

PAT members feel the program could be easily replicated and offer a few tips for others interested in starting similar programs: (1) start by gathering information on what kinds of issues communities are struggling with and then design your training modules, not the other way around; (2) build your base of support first and then get into action strategies; and (3) evaluate, evaluate, evaluate, and then use the information to rethink your service delivery strategy.

A Service Club Organizes a Service Consortium

PROGRAM: **Rotary Small Business Drug-Free Workplace Consortium**

CONTACT:
Robert Sinnett, Community Outreach Coordinator
St. Mary's Regional Medical Center
235 West Sixth Street
Reno, Nevada 89523
(702) 789-3940

AUDIENCE: Business community

OVERVIEW: *The five Reno-Sparks Rotary Clubs are the major sponsors of this program, which offers a free training program to get small business owners involved in drug-free workplace programs. Six training modules explain the major steps and procedures and volunteer trainers offer free consulting time to implement key steps.*

COMPONENTS: ***Planning:*** In 1991, an informal assessment of businesses in the local Rotary Clubs determined that a pilot program should be offered. A variety of state and local business statistics confirmed this belief. A Governor's Commission report estimated that employee alcohol and drug abuse cost Nevada businesses over $296 million in 1989. Ninety percent of state businesses are small and these businesses tend to be survival-oriented, working from crisis to crisis. Denial is also great among small family businesses; procedures and policies for alcohol and other drug abuse rarely exist.

Twenty-five local professionals were involved in planning the model. They represented a wide range of community expertise from legal and medical services to treatment programs and law enforcement. Over 40 businesses attended the pilot and encouraged development of an ongoing training consortium. The consortium is funded by a grant from the Nevada Mining Association and also receives state monies from the Nevada Bureau of Alcohol and Drug Abuse. St. Mary's Regional Medical Center and the Nevada Sheriffs and Chiefs Association administer the grant and provide technical support.

Program Description: The consortium provides six training modules, designed in a sequential order with quick easy-to-follow steps. The modules are structured to run approximately 90 minutes in length and are offered on a quarterly basis at a variety of times that best meet the needs of the small business employer. Volunteer trainers are community professionals with expertise in the training topics.

The six topics are policy development, drug testing, employee assistance programs, supervisor and alcohol and drug awareness training, legal aspects, and benefit programs. Following completion of the training module, each volunteer trainer offers consultation services at no charge to participants. The consortium hopes to offer a provider network in the future that will offer discounted fees for services to businesses coming through the consortium's program.

The consortium has plans to expand the services into the rural areas of Northern Nevada through a train-the-trainers program. A resource directory has just been published for the Reno-Sparks area, listing hours, contact persons, services rendered, and fee schedules for area service providers and professionals.

Community Alliances: The consortium operates with a spirit of "self-help and can do" and is based on the premise that no public or private entity can provide such a wide range of services as cost effectively to the small business employer. State and local agencies, area attorneys, health service providers, and treatment centers are all key members of the consortium.

Success Indicators: Follow-up surveys after the training is completed indicate that over 40 percent of the businesses attending the training go on to establish a drug-free workplace policy.

Obstacles: The biggest drawback encountered to date has been getting businesses to attend the trainings. The consortium believes frequent training sessions that are well publicized via flyers, media, and one-on-one calls can help keep the issue before the small business community.

Key to Success: "The key to our success is the consortium's ability to get businesses involved in the process and take ownership of the problem of substance abuse both in and out of the workplace, " says consortium member Robert Sinnett. For their involvement, the businesses got something in return—free training, readily available consultants, and discounted services. The district Rotary Club is planning to make the program a model for all Rotary Clubs on the West Coast. The consortium will provide interested parties with support materials and a blueprint on how to implement this model.

Young and Old Alike Train Together to Become Youth Advocates

PROGRAM: **Dare to Be You**

CONTACT:
Helaine Jesse, Executive Director
Community Council on Youth
637 South Stewart Street, #C
Carson City, Nevada 89701
(702) 884-2269

AUDIENCE: Youth, ages 8-12

OVERVIEW: *The Dare to Be You training is designed to provide community volunteers with basic prevention strategies that combat youth alcohol and other drug use, school dropouts, depression, and teenage pregnancy. Youth and adults together learn how to develop decisionmaking skills, assertiveness in dealing with peer pressure, self-responsibility and self-esteem, and strong family support systems.*

COMPONENTS: ***Planning:*** The Community Council on Youth is a central brokerage house that coordinates youth activities and develops new programs to fill the gaps in the delivery of local youth services. Several community surveys have been conducted to help identify areas of need and programs such as the Partners in Education employment training and delinquency and runaway prevention projects have been initiated.

To help promote volunteer participation in the community action process, the council introduced the Dare to Be You program to youth and adults in 1989. The program was developed by Janet Miller-Heyl, health specialist for Colorado State University Cooperative Extension. Funding is provided by city and federal funds from juvenile probation as well as the University of Nevada Cooperative Extension.

Program Description: The 15-hour Dare to Be You training prepares youth and adults to work with youth in a variety of ways. The training is designed for students who are peer helpers or working in cross-age prevention programs and for adults who work with youth in afterschool programs or clubs and organizations such as 4-H or scouts. An important part of the training is the formation of a team that develops a community action plan.

For youth ages 12 and younger, activities focus on increasing self-esteem, self-responsibility, and communication and decisionmaking skills. The materials are designed both for one-on-one interactions, as in parenting and counseling situations, or as group activities in youth groups, classrooms, or recreation programs.

For people working with teenagers, the program helps peer helpers or peer counselors work on personal skill building. Teens are also provided with many examples of cross-age teaching techniques.

Parents and other community members who take the Dare to Be You training learn ways to increase their personal coping skills, which helps them be positive role models. Ideas are provided for fun activities that encourage strong family support systems.

Over 150 volunteers have been certified Dare to Be You trainers. Training has been provided to more than 2,500 Carson City youth and adults. People trained have included parents, teachers, counselors, government employees, business representatives, and retired citizens.

Community Alliances: Dare to Be You uses the expertise and experience of all public and private agencies and organizations. Director Helaine Jesse states, "The type of issues we are dealing with necessitates that we all work together. We know we can't do it alone."

Success Indicators: Each session of the training has evaluation forms. Volunteer trainers are also required to fill out a reporting form for each activity they do. The council is working on developing an evaluation procedure that will assess the youth who benefit from the program. Each year there is a waiting list to attend the training.

Obstacles: Initially the training was held over two days and was much too long for both the teens and the adults. Now the training is offered on five consecutive Monday evenings. Another early obstacle was securing opportunities for some trained adults to work with youth. A volunteer coordinator now assists the council with this need.

Key to Success: Director Jesse states that this program works well because of the "overwhelming commitment and dedication by the people involved." She believes the program can be replicated in other setting by people equally committed to the community action process.

Ten Years of Prevention and Still Growing

PROGRAM: **Southern Oregon Drug Awareness (SODA)**

CONTACT:
Janet Corson, Program Director
500 Monroe
Medford, Oregon 97501
(503) 776-8645

AUDIENCE: Youth, parents, and community members

OVERVIEW: *SODA recently celebrated 10 years of community prevention programming. Recipient of a 1991 "Point of Light" Award and the 1991 Oregon Prevention Resource Center Prevention Award, SODA works with youth and a broad community base to provide resources and education. The organization has trained over 1,000 teachers and 725 junior and senior high school students and has various youth and parent programs available to every member of Jackson County.*

COMPONENTS: ***Planning:*** In 1981 a group of parents recognized the need for alcohol and other drug education/prevention programs as they watched the community in various stages of denial about youth use of alcohol and other substances. Under the direction of the Junior Service League of Jackson County, SODA was born as a grass-roots community volunteer group comprising representatives from schools, churches, media, business, law, health professions, and parents. Today, SODA is a nonprofit organization governed by a board of directors.

Program Description: SODA is organized into eight primary committees: parent education, curriculum, legislation, youth development, business and industry, finance, membership, and publicity. The parent committee meets monthly with representatives from every county school (a total of 10 school districts) and plans awareness events, coordinates the SAFE Homes project, and directs parent education training. Teens also meet monthly and plan Drug-Free youth activities, send representatives to state and national conferences, and sit on the board of directors. At its monthly meetings, the business and industry group hears speakers and every three months offers drug-free workplace seminars to local employers and supervisors.

SODA also sponsors community forums open to the public every month; holds yearly seminars on current TAOD issues and programs for school staff, parents and interested adults; and conducts the training for REACH, Lifers, and Natural Helpers youth programs. Over 1,000 teachers have been trained in a commercially produced prevention curriculum.

SODA's program director maintains a resource library, makes referrals, plans workshops, oversees volunteers, schedules speakers, and initiates and coordinates programs. She also produces and publishes SODA's newsletter, *Satellite*.

The newest SODA project is the creation of a parent network (see Kennewick Parent Network, *Sharing Your Success, Volume I*) where school administrators and parents will work together to create awareness and decrease youth alcohol and other drug use.

Community Alliances: Representatives from public, private, and community agencies present at SODA's seminars, serve as board of directors members, and help secure the program's annual budget, which is dependent entirely on memberships, grants, and donations. The quarterly newsletter goes to 4,500 homes, classrooms, and businesses.

Success Indicators: Evaluation forms are used at all seminars and telephone calls, presentations, and volunteer hours are tracked. Through the years, SODA has experienced an increase in teen participation, increased membership in the parent and business/industry group, and continual requests to do media and community presentations.

Obstacles: Combatting denial about alcohol and other drug involvement for the "average" or "student leader" youth is a continual challenge for volunteers. Persistence when dealing with the media is necessary to ensure that the news about "what is working" is consistently shared.

Key to Success: Program Director Janet Corson believes dedicated volunteers who give both time and energy have been the key element that has allowed SODA to celebrate 10 years as a viable community organization. She also adds, "Every segment of the community must be represented in all efforts."

Youth Learn About Work and Themselves

PROGRAM: **REDCAP Mentor Program**

CONTACT:
Jan Erickson, Program Administrator
Mentor Program
Redmond High School
675 S.W. Rimrock Drive
Redmond, Oregon 97756
(503) 923-3440

AUDIENCE: Youth, ages 16-21

OVERVIEW: *For the past two years, a total of 205 Redmond youth have been guided by local business mentors who provide a better understanding of the world of work. The program is also designed to help the "protégés" develop a better understanding of their own personal attitudes, values, aptitudes, and learning styles. A total of 237 adult mentors are helping the students make the connection between time management and decision making in high school and how this will affect what they will do once they graduate.*

COMPONENTS: ***Planning:*** The REDCAP Mentor Program is a direct result of the Future Work Force Skills Committee, part of REDCAP, or Redmond Community Action Plan. In spring 1991, over 150 local youth and community members gathered for a two-day workshop to discuss the challenges facing area youth and families. At the forum, a recent Chamber of Commerce survey reported that local businesses were having difficulty finding qualified workers.

The Future Work Force Skills group was formed to create and sustain a business mentoring network to provide youth with positive adult role models to help build self-esteem, develop life skills, and instill in them a strong work ethic. The actual program began in 1991. A full-time program administrator has been funded through private donations and provided office space by the local school district.

Program Description: Students must be 16 to 21 years of age to participate in the program and agree to spend one to three hours per week, after school, with a mentor in the adult's place of business. Participating students are representative of all youth and have included 30 disabled youth, 10 teen mothers, three alternative education students, and 15 students from the district Talented and Gifted program.

Students fill out a detailed application form that includes values assessment, work preference assessment, motivational assessment, and learning style preference. They are then matched with adult mentors who represent a variety of occupations and worksites, including health care, law, building, aircraft construction, convention planning, and landscaping. Students may work with several mentors or concentrate on a single career field. The program also offers one-half credit for students who, along with their mentors, complete a detailed workbook outlining their progress and skill development.

Mentors receive three hours of training in October of every year. In this session, they are introduced to characteristics of good mentors, adolescent development issues, how learning modalities affect a mentor/protégé relationship, and program expectations. Through the use of a Mentor Course Book, the adults are also asked to measure student progress in work skills (e.g., level of initiative) and job-related behaviors (e.g., demonstrates honesty with work time and supplies).

Adults, youth, and Future Work Force Skills Committee members all meet at the end of the year to celebrate their progress and receive certificates of participation. Mentors receive a logo sticker for their business.

Community Alliances: With over 200 adult mentors, the program enjoys strong support from the business community. The local media promotes the program through feature stories, the school provides resources and space, and public and private agencies refer both youth and adults. For those youth in the juvenile justice system, program participation is part of their behavior contract.

Success Indicators: A yearly evaluation meeting brings together youth and adults to discuss program procedures, the course books, and the level of assistance needed from the program administrator. This data is used to modify and improve the program. A more formal evaluation plan that looks at school behavior and academic achievement of the students is currently under development and scheduled to be implemented in the 1993-94 school year.

Key to Success: Community support through time, office space, resources, and money for a full-time administrator have been the critical elements for this program to continue and grow into the third year. Program administrator Erickson believes the REDCAP Mentor Program can be replicated elsewhere as long as "all constituents have a voice in how the program is run and how these local adaptations are made."

Targeting Risk Factors and Specific Populations

PROGRAM: **A School/Community Partnership**

CONTACT:
Ken Coll, Director
Wyoming Chemical Abuse Research and Education
University of Wyoming
P.O. Box 3374, University Station
Laramie, Wyoming 82070-3374
(307) 766-4119

AUDIENCE: Community youth and adults

OVERVIEW: *Laramie educators, parents, youth, and community members are using a school/community planning process to change the conditions they believe lead to alcohol and other drug-related problems for their city. During a five-month period, they met in group sessions to examine risk factors and then devise specific positive outcomes. Evaluation procedures were designed for each strategy.*

COMPONENTS: ***Planning:*** In late 1991, the Laramie drug-free schools and communities committee targeted community action planning as a major goal. Ken Coll and Edie Ring, the district drug-free schools facilitator, were given the responsibility of establishing a comprehensive prevention plan for elementary, junior high, and high school students. Coll and Ring formed a Prevention Council reflective of the community. Regular meetings began in January 1992.

Program Description: The Prevention Council comprises 15 community members, including a substance abuse counselor, police officer, youth crisis center counselor, and university faculty member and extension agent. Former and current students, teachers, counselors, and parents represent the school district.

Using the Together We Can (see *Sharing Your Success, Volume I*) community model, the council met in nine 2.5-hour sessions from January through May 1992. Coll and Ring were trained in the model before convening the council. Council members broke into subcommittees based upon interest and expertise and targeted their efforts to four major areas—the family, community, peers, and schools. Each subcommittee had the following specific goals : (1) identify risk factors for their area, (2) convert risk factors to positive outcomes, (3) select strategies to achieve outcomes, and (4) develop evaluative processes for each suggested strategy. Each subcommittee had to develop strategies for three age groups—elementary, junior high, and senior high students. The final group goal was to present the overall plan to a communitywide meeting where additional input and involvement would be sought.

Over 100 people attended the communitywide meeting. Increasing parent education in community services was given highest priority, as it was concluded by all groups that poor parenting is the highest risk factor for alcohol and drug abuse. The community wants parent education to include consultation and counseling that is comprehensive, accessible, and continuous from prenatal care through young adulthood. Schools were charged with developing highly defined and articulated prevention services, such as student assistance and mentoring programs. The council and community also identified the need for increased community awareness of messages that defeat alcohol and drug prevention efforts.

A designated school/community committee of similar represention as the Prevention Council is now charged with the responsibility to implement the plan approved at the community meeting. Prevention Council members act as consultants and facilitators to this committee.

Success Indicators: School/community committee members are developing a variety of assessment tools. These include parenting skill surveys, pre/post teacher surveys to determine behavior changes, pre/post surveys of student self-esteem, and pre/post surveys of school climate. Assessment data was not available for review.

Obstacles: The major obstacle to implementing the plan has been the competing commitments of committee members.

Key to Success: Moving beyond just doing activities is a real challenge for community planning groups. The Together We Can model gave the Prevention Council a clear outline to follow. Ken Coll states, "A solid framework and broad-based ownership of the problems and protective solutions moved us from talking to action."

Section 4

Parent Programs/Family Support

PARENT PROGRAMS/FAMILY SUPPORT

School and community prevention programs recognize that being a parent today is a difficult job. Comprehensive programs include parent education and parent support components and offer a variety of opportunities for parents to come together and discuss family issues. Exemplary programs recognize that parents of different-age children have varying needs.

Many schools and communities are now asking their families to describe what services they would like offered. When families are asked to help design parent services, participation increases and programs become more inclusive. The descriptions that follow demonstrate the variety of approaches that can be implemented when parents say, "Help me help my child."

Helping Parents Change Destructive Adolescent Behavior

PROGRAM: **Pomona Parent Project**

CONTACT:
Susan Johnson, Program Administrator
Pomona Adult School
605 N. Park
Pomona, California 91768
(909) 469-2309

AUDIENCE: Parents of strong-willed or out-of-control children in grades 4-12

OVERVIEW: *The winner of three California prevention awards, the Pomona Parent Project was specifically designed to help parents intervene in destructive adolescent behavior. A six-week curriculum focuses on improving school attendance and performance, drug use intervention, gang intervention strategies, and reducing family conflict. Parents are invited to bring their children to these sessions and specially designed activities are provided. At the conclusion of the six weeks, parents are encouraged to participate in support groups as they begin making changes at home. Parental participation has been high and most parents report positive changes for the entire family.*

COMPONENTS: ***Planning:*** Informal parent surveys indicated a great need for help with strong-willed and out-of-control children. Existing district- and community-based parent education programs did not address these needs. A broad-based development team including law enforcement, school, and parent members designed the program. Primary funding comes from district adult education monies supplemented partially with monies from the State Office of Criminal Justice Planning. The program began in 1988.

Program Description: The primary goal of the program is to reduce gang violence, drug use, and high school dropout rates by identifying and assisting parents of high-risk youth. The six-week session is presented up to five times per school year with locations rotated among the district's six middle schools. Although the project targets children in grades four through 12, every parent of the district's 28,000 students receives at least one program invitation per year.

The invitation and notification process is extensive. Every parent receives a program flyer and letter from the chief of police and principal encouraging them to attend. Students who have poor school attendance, emotional or behavioral problems, suspected criminal activity, gang affiliation, or arrest records are specially referred through the schools, law enforcement, courts, probation, and community organizations. Parents of these children receive invitations by weekly telephone and personal contact.

Sessions are held on consecutive weekday evenings from 7 to 9 p.m. and are conducted in both English and Spanish. A workbook, ***A Parents Guide to Changing Destructive Adolescent Behavior,*** is used during the first six sessions. In the beginning sessions, parents learn and practice strategies for motivating children to change, effectively confronting problematic behavior and reducing family conflict, and using active supervision and structure to improve school attendance and performance. The last three sessions ask parents to learn and practice how to identify and intervene with adolescent alcohol and other drug use, negative peer associations including gangs, and the occult. Parents also learn how to develop action plans to stop any unwanted behavior.

While parents attend these sessions, special activities are provided for children. Children under age seven participate in age-appropriate activities, children ages 7-12 receive homework assistance and self-esteem workshops, and teenagers can choose from workshops on personal power, communication skills, decisionmaking, and goal setting.

Once the six sessions are completed, smaller support groups of eight to 12 parents are formed. These groups meet for 10 consecutive weeks and use mini-lessons on topics such as active listening and establishing house rules to further help parents address issues at home.

Instructors and support group leaders are selected from local mental health-care professionals, credentialed educators, and law enforcement personnel. Support group leaders receive 40 hours of training in support group leadership and parenting strong-willed children. Parents who have completed the entire 16-week program are also recruited for project training.

Community Alliances: Private and public agencies and organizations provide referrals, instructors and support group leaders, and program resources.

Success Indicators: Attendance data is tracked for parents and children participating in program activities and student attendance at school is also monitored. Program administrator Susan Johnson reports that the vast majority of parents responding to initial invitations complete the program. Parents also report positive changes for the entire family and "significant changes in unwanted adolescent behavior."

Key to Success: The collaboration of site administrators and teachers with program personnel is essential. "Teachers remain the critical link to parent participation," states Johnson. "All school personnel must share the common goal of helping families help their children to be successful." When developing similar programs, Johnson advises others to pay attention to cultural diversity and to carefully assess needs and resources.

Asking Families What They Need

PROGRAM: **Family Resource Center**

CONTACT:
Mary Beth Combs, Program Coordinator
Family Resource Center
1010 N.W. 14th Street
Bend, Oregon 97701
(503) 389-5468

AUDIENCE: Families in Deschutes County

OVERVIEW: *Dedicated to the idea that all families need support and information during the parenting years, the Family Resource Center is a clearinghouse of information, a provider of needed services, and a linkage to existing programs in a county challenged by rapid population growth, unemployment related to the timber industry, and rural isolation. Targeting prevention with the intent to serve most families before needs are acute, the center works closely with the schools, the community college, and existing public and private organizations to send the message: "It's okay to ask for help…you're not alone in the hard job of parenting."*

COMPONENTS: ***Planning:*** The Family Resource Center is a direct outgrowth of yearly community action workshops where local needs and local solutions are discussed by adults and youth alike. Since 1987 the annual workshops have identified the need to support and strengthen the family unit as a proven strategy toward helping ensure the health and success of today's youth. A planning committee representing business, education, and private and public agencies developed the concept, helped secure both private and public funding for operations, and continues to guide the program as a working advisory group.

The Family Resource Center opened its doors in fall 1991 in a community center campus. The program coordinator, a Jesuit Volunteer Corps member, is the only full-time staff member.

Program Description: As a clearinghouse for parent/family resources, the center operates a volunteer-staffed "Warmline" for parenting information and referrals to local services. Four times a year, a Parenting and Family Support List is distributed countywide to agencies, organizations, school counselors, and families detailing descriptions and locations of parenting classes and support groups. A small lending library of parenting and children's books, educational toys, and cassettes is also available.

Over 1,000 parents completed a parent interest survey which asked for a ranking of key family concerns. Among the top priorities: family communication, anger management for both adults and youth, and balancing work and family. Parents indicated a newsletter was the top choice for how to receive this information, followed by a speakers' series, and informal discussion groups held in the evenings during the school year. The center uses this information to drive their activities.

News You Can Use, the center's quarterly newsletter, features articles on parenting different ages of children, book reviews, community calendars, and guest articles by local adolescent and family professionals. The center is also a partner in monthly parent forums and the Family Learning Center, which offers adult basic education to parents combined with a children's program. With additional funding, the center plans to implement a volunteer speakers' bureau, start a worksite parenting series, coordinate a new parenting curricula, and expand outreach services.

Community Alliances: The center is funded through a combination of public and private monies, including the Oregon Community Foundation, the Deschutes County Children's and Youth Services Commission, United Way, local civic and service clubs, and donations from private citizens. In-kind services and administrative guidance is provided by Central Oregon Community College. In two years, over 3,000 volunteer hours have been donated.

Success Indicators: A process evaluation currently under way indicates an increase in Warmline calls. Agencies that receive the Parenting and Family Support List state that this is a much-needed service. A more formal outcome assessment of services is planned.

Obstacles: Center volunteers are constantly challenged by the need to advocate the long-range benefits of prevention as a needed service *in addition* to intervention programs targeting families already in crisis. To meet this challenge, center publications constantly deliver the message that prevention is cost effective.

Key to Success: Volunteers and community support are critical to the success of the center. "Everyone in our community believes in our mission," says Loren Irving, steering committee chair. "We are fortunate to have people who offer their time, ideas, and resources, as well as funding sources that are committed to supporting all families."

Section 5

Comprehensive Programs
U.S. Department of Education
1992-93 Drug-Free School Recognition Programs

COMPREHENSIVE PROGRAMS
1992-93 U.S. DEPARTMENT OF EDUCATION DRUG-FREE SCHOOL RECOGNITION PROGRAMS

Comprehensive programs include many components: assessment and planning, policy development and implementation, curriculum, student support services, staff development, parent involvement, and community collaboration. Comprehensive programs pay ongoing attention to all these parts and their success reflects an attention to establishing baseline data to help measure and evaluate progress.

The following summaries describe a variety of comprehensive programs in elementary and secondary settings in rural and urban schools. The 1992-93 U.S. Department of Education Drug-Free School Recognition Programs from the western region are also summarized in this section. This year, 144 schools submitted nomination packages for this national recognition, which honors schools that successfully discourage use of alcohol and other drugs and implement programs that reduce school violence. Schools received recognition for Comprehensive Programs and Noteworthy Components. Nine schools from the western region were chosen as winning models.

A Second Five-Year Plan Keeps Program Responsive to Student Needs

PROGRAM: **Pearl City High School**
1992-93 U.S. Department of Education
Drug-Free School Recognition Program
Comprehensive Program Winner

CONTACT: Gerald Suyama, Principal
2100 Hookiekie Street
Pearl City, Hawaii 96782
(808) 455-9073

AUDIENCE: High school students, grades 9-12

OVERVIEW: *The award-winning program at Pearl City is the result of careful planning and evaluation. The school is just beginning the second cycle of a five-year plan for prevention, early intervention, and out-patient treatment services. Since 1987, each year has brought new strategies and approaches to the students and families in this diverse school. Illicit drug use has declined, the age of onset of use is delayed at feeder schools, and disciplinary referrals are dropping.*

COMPONENTS: ***Planning:*** Every two years, Northwest Regional Educational Laboratory conducts student use surveys for all state schools. On the 1991 state survey, Pearl City scored lower or better than the state and district average on use of all substances except alcohol. Fighting is considered to be the most serious safety problem on campus.

The first five-year plan began in the 1987-88 school year. Annual assessments help the school refine the program.

Program Description: Pearl City's Drug-Free Schools program is called POSITIVE (PromOting Skills ImpacTing IndiVidual Empowerment). There are prevention, early intervention, and intervention components.

The prevention component is made up of staff inservice, community interaction, peer education, schoolwide assemblies/activities, curriculum, positive youth activities, and parent involvement. Peer Education is an advanced health course and student educators make classroom presentations on TAOD, health, and safety topics. A cross-age teaching program called ADAPT (Adolescent Drug Abuse Prevention Team) trains over 40 students to make presentations to elementary schools that feed into Pearl City. All students take mandatory 10th-grade health classes and student athletes must have parents attend a meeting where substance abuse issues are covered. An After School Instructional Program provides free tutoring and a program called Heart Core gives ninth graders increased guidance in core subjects.

A federal Action Grant recently allowed Pearl City to offer 40 families with children ages 6-12 the Strengthening Families program.

Early intervention consists of a student assistance program that serves an average of 110 students per semester and the Comprehensive School Alienation Program (CSAP). SAP student support groups last for 10 weeks and are co-facilitated by trained staff, counselors, and agency staff. The CSAP program oversees the Alternative Learning Center, Special Motivation Class, and the Hapai (pregnancy) program. In the last two years, the school has focused efforts on school safety and developed a Campus Disturbance Plan and emergency handbook to reduce panic in potentially violent situations.

The intervention component was difficult at first because there was no treatment program for adolescent substance abusers. In 1989-90 Pearl City was successful in getting the state department of health to fund an out-patient program, Teen CARE, on campus. This program is offered year-round and is staffed by three professionals who conduct assessments, offer individual and family counseling, conduct staff inservicing, and help lead groups.

Community Alliances: Pearl City works closely with law enforcement, juvenile probation officers, and public and private agencies to coordinate student and family services. Parents participate in Project Graduation, serve on the POSITIVE development committee, and work with the school community-based management process recently initiated for site-based planning. A variety of parenting classes, seminars, and parent support groups are offered throughout the school year.

Success Indicators: Most recent data from the state surveys show a decline in illicit drug use and a delayed age of onset of use. The high participation rate in the student assistance program indicates a level of awareness and trust. Discipline referrals for minor infractions are also down.

Key to Success: Ongoing evaluation has helped the school stay responsive to student needs. In the 1991 survey, parents indicated that alcohol awareness was a number-one priority. Student assessments of the SAP program have resulted in groups being lengthened to 10-week sessions. The school is now moving toward curriculum infusion and cooperative education.

4 R's: Respect, Responsibility, Resourcefulness, and Relationships

PROGRAM: **Kauluwela Elementary School**

1992-93 U.S. Department of Education
Drug-Free School Recognition Program
Comprehensive Program Winner

CONTACT: Gwendolyn Lee, Principal
1486 Aala Street
Honolulu, Hawaii 96817
(808) 537-9056

AUDIENCE: Elementary school students, grades K-5

OVERVIEW: *Located in an urban downtown area challenged by poverty, unemployment, and crime, Kauluwela Elementary School offers its students respect, responsibility, and rewards for jobs well done. An innovative Police Pals program focuses on positive role models and alternative activities as ways to prevent gang involvement and to help students set goals. Conflict resolution programs and role-modeling are part of the regular school day. Not surprisingly, teachers report an increase in the number of children respecting one another and a decrease in absences and tardies.*

COMPONENTS: ***Planning:*** Since 1987, student attitude and use surveys developed and administered by Northwest Regional Educational Laboratory have been given to all state schools every two years. Data from all surveys indicated alcohol and other drug use in the home by adults and students and the lack of positive adult role models. Kauluwela staff also examined upper-grade referrals for fighting, harassment, and student daily attendance rates. The decision to combine drug education and resistance with self-esteem and goal-setting programs was based on discussions with school personnel, parents, students, and community members.

Program Description: The school's drug prevention education programs include the McGruff, D.A.R.E., and Teaching Individuals Protective Strategies (TIPS) programs. Beyond facts and refusal skills, the comprehensive program expands to Success Through Accepting Responsibility, or STAR, a decisionmaking model that teaches students to "Stop, think, act, and review." Students practice one success skill a month; examples include "Be a tough worker," and "Be prepared." Every month students who best demonstrate a particular skill are recognized at a schoolwide assembly.

The Police Pals program continues to reinforce good behavior and work habits. A partnership between Kauluwela and the Windward Crime Reduction Unit of the Honolulu Police Department, this program has allowed police officers to become trusted and integral members of the school community. Officers educate students in grades 2-5 about gangs, substances, alcohol, antisocial behavior, and personal safety, and counsel the students most at risk in a monthly intervention program. Goal setting and personal responsibility are highly stressed; students who meet their goals are rewarded with basketball games at the Police Training Academy.

All faculty, staff, and students receive training in conflict resolution. The campus safety patrol consists of responsible students who patrol the playground and campus before and after school. A conflict mediation program called Peacemakers helps students resolve problems without adult intervention.

Parents participate in the drug education program as partners on the drug education cadre and as members of the School Community Council. There are numerous parenting classes and workshops offered throughout the year and parents are welcomed at all Police Pals activities.

Community Alliances: The Kauluwela's School Community Council includes a membership of teachers, students, parents, and community group leaders. Several business owners and managers chair council positions. In addition to developing programs such as Police Pals and helping to implement a wide variety of positive activities, the council assists the school in accessing youth and family services. A local state representative regularly visits Kauluwela and has held meetings for staff and parent input.

Success Indicators: Teachers who have been at Kauluwela for over 20 years report that children show each other more respect and statistics confirm a decrease in discipline referrals. More students are on the honor roll and the number of recognition awards is steadily rising. Absences and tardies have also dropped. The STAR program has been expanded to summer school.

Key to Success: "Because many of our children come from homes where family support is absent," says Principal Gwendolyn Lee, "our program needs to provide positive adult role models and create a nurturing school climate." Through a variety of programs designed to respect each child's background and capabilities and at the same time provide high expectations for success, Kauluwela is practicing a new version of the 4 R's—respect, responsibility, resourcefulness, and relationships.

Annual Community Wellness Fair Draws 1,600

PROGRAM: **Waialua High and Intermediate School**
1992-93 U.S. Department of Education
Drug-Free School Recognition Program
Comprehensive Program Winner

CONTACT: Tom Kurashige, Principal
67-160 Farrington Highway
Waialua, Hawaii 96791
(808) 637-5061

AUDIENCE: Students, grades 7-12

OVERVIEW: *Waialua is located on the northwestern part of the island of Oahu and is a rural town nestled among sugar cane fields. Waialua High and Intermediate School serves 1,017 students; 85 percent of the students are Filipino, Hawaiian, and other Pacific Islanders. The main tenets of the drug prevention program are curricula, support groups, drug-free activities, and extensive staff development. An annual community wellness fair draws over 1,600 to the school for a day of fun and awareness-building.*

COMPONENTS: ***Planning:*** Since 1987, the Hawaii Department of Education, in partnership with the Northwest Regional Educational Laboratory, has surveyed students in grades six, eight, 10, and 12 every two years. Data from these surveys, in combination with parent and school personnel assessments, have driven Waialua's programming. The most serious TAOD problem the school faces is widespread acceptance of marijuana growth and sales to supplement family income.

Major responsibility for prevention planning rests with the student assistance program cadre, a group of staff, parents, community members, and class representatives. Monthly meetings are open to all students.

Program Description: Waialua's comprehensive drug prevention education program is called the Student Assistance Program (SAP) and has been in operation for five years. Academic activities include alcohol and other drug curriculum infusion in health, physical education, and guidance classes for students in grades seven, eight, and 10. Seventh- and eighth-grade students complete the Quest Skills for Adolescence program.

A state-supported peer education program (see *Sharing Your Success, Volume I)* is well represented at Waialua. Fifty-three students have been trained in the last two years to teach their classmates peer mediation, effective problem solving, values clarification, and conflict management, and to address current teenage issues such as sexually transmitted diseases and family communication skills. Peer educators also provide Positive Tip Tours to over 500 elementary school students as a means of introducing them to Waialua and to a secondary school experience devoid of substance use and abuse.

The comprehensive student intervention program offers identified and self-referred students four support groups that last eight weeks each. The groups are Sharing, Concerned Persons, Insight, and Staying Straight. Counselors are available every day before, during, and after school. Over 52 teachers serve as mentors in the Adopt-A-Student program. Options are provided in lieu of suspension. Special Motivation classes help students write individual goals to fit their specific needs and Storefront is an alternative learning center for the more alienated youths.

Vocational programs and alternative programs are designed to keep students in school and to help them learn marketable work skills. Hawaii has a state truancy law—upon accumulating four hours of truancy, students and parents must attend Saturday classes for counseling on juvenile crime laws, self-esteem, and parenting skills. A teen parent program offers two classes to pregnant and parenting teen mothers and fathers and females at risk of early pregnancy.

The Drugbusters Club enjoys a membership of over 400 students. This club provides monthly off-campus social activities, community service projects, and door prizes at lunchtime meetings.

Community Alliances: Waialua High and Intermediate School is well supported by community organizations and agencies. Many groups contribute to the comprehensive training opportunities for school staff. The police department has conducted evening presentations on gangs and violence, and counselors offer parenting workshops and special seminars on requested topics. The annual North Shore Community Wellness Fair (see *Sharing Your Success, Volume I)* draws an average of 1,600 community members who enjoy information booths, recreational activities, and non-stop entertainment by local groups.

Success Indicators: A variety of indicators from the state surveys demonstrate success in prevention and school safety. The number of students attending support groups has increased dramatically each year. Students in groups report an improvement in relationships with others and an increased ability to find positive ways to deal with their problems. Suspensions over the past three years have dropped from 513 to 95.

Key to Success: According to student assistance coordinator Karen Paty, the results of the state surveys provide a "superior base of data collection." She and others use the information to review a six-year period and pinpoint specific problem areas that need enhancement. This careful assessment process has enabled the school to offer current health information to students each year and to support teachers and peer educators in their efforts to transmit that knowledge.

"Be Yourself...Believe in Yourself"

PROGRAM: **Kipapa Elementary School**
1992-93 U.S. Department of Education
Drug-Free School Recognition Program
Comprehensive Program Winner

CONTACT: Ralph Watanabe, Principal
95-076 Kipapa Drive
Mililani, Hawaii 96789
(808) 623-2511

AUDIENCE: Elementary school students, grades K-6

OVERVIEW: *Mililani Town is located on the island of Oahu. The 1,000 students represent families of broad socioeconomic backgrounds. Since 1990 comprehensive planning has been used to lower alcohol and other drug use rates among the school's sixth graders. A violence reduction program has also lowered the incidents of student discipline referrals. Teachers at Kipapa have organized a peer wellness group and community participation continues to grow in support of school prevention efforts.*

COMPONENTS: ***Planning:*** Statewide student attitude and drug surveys are administered to all youth in grades six, eight, 10, and 12 every two years. The 1987 surveys revealed that 56 percent of Kipapa students tried or used alcohol, and 11 percent tried or used tobacco and other drugs. Furthermore, students were showing gang-related behaviors on campus such as the wearing of colors, writing graffiti, and intimidating other students. The Kipapa staff used this data, combined with student attitude inventories, discipline referral rates, and state school profiles to develop a multi-year action plan to create a drug-free and violence-free environment.

Program Description: The Kipapa prevention program stresses decisionmaking skills, knowledge of alcohol and other drugs, and the development of positive self-esteem.

Drug prevention concepts are taught daily in the classroom through the Project Charlie (CHemical Abuse Resistance Lies in Education) program. A Project RISK resource teacher visits each classroom on a biweekly basis to use Second Step, a violence prevention program that combines conflict resolution techniques with social skills and self-esteem-building lessons. The Honolulu Police Department works with the school to implement the D.A.R.E. program for students in grades five and six.

Co-curricular activities are planned to give students healthy activities in place of drug or gang behavior. These opportunities include an award-winning performing arts program; recess and lunch intramurals; Kids Kan Kommunicate, a public speaking program; Kipapa Kids Network, a districtwide closed-circuit television project; a lunch library group; Junior Police Officers; a career day; and overnight excursions.

Kipapa has an extensive counseling program that provides individual as well as group services. There are support groups for divorce, peer relations, self-esteem, and big brother/big sister. Through a program with Mililani High School, older students are assigned to work with identified Kipapa youth.

Students are provided with leadership opportunities through participation on the drug-free schools committee (open to all fifth- and sixth-graders), through attendance at the D.A.R.E. Leadership Camps, by becoming Junior Police Officers, and by serving as special friends to lower-grade students.

Community Alliances: Youth and family service agencies and organizations are frequently used as speakers at Kipapa Elementary School. Local businesses provide resources and reward students with coupons. The Parent Community Networking Center (PCNC) facilitator has organized numerous parent workshops and groups covering healthy parenting and alcohol and other drug topics. Attendance at these events has grown each year.

Success Indicators: Kipapa staff have state survey data on sixth-grade students for the years 1987, 1989, and 1991. Drug, alcohol, and tobacco use has declined each year; alcohol use dropped from 56 percent to 19 percent. Student behavioral referrals and suspensions have declined. Overall school attendance has improved.

Key to Success: The motto at Kipapa is "Be yourself...believe in yourself." All the school programs address this philosophy and staff continually practice the tenets. "Positive adults with positive lifestyles have been the models in school for our students," says Principal Ralph Watanabe. "We work to provide positive learning environments where everyone can reach their full potential."

Fun Alternatives Balance Prevention Education

PROGRAM: **Waipahu Intermediate School**
1992-93 U.S. Department of Education
Drug-Free School Recognition Program
Noteworthy Component Winner

CONTACT: Gary Takaki, Principal
94-455 Farrington Highway
Waipahu, Hawaii 96797
(808) 671-1702

AUDIENCE: Intermediate school students, grades 7-8

OVERVIEW: *The diverse community of Waipahu is located in Leeward Oahau, 15 miles west of Honolulu. To best serve its over 1,000 students, the school's basic prevention philosophy is to provide activity-oriented alternatives for youth. This philosophy has been facilitated by the active involvement of community members. Waipahu Intermediate School has received recognition for Noteworthy Components in Implementing and Developing the Drug Education and Prevention Program and Interacting and Networking with Community Groups and Agencies.*

COMPONENTS: ***Drug Education and Prevention Program:*** The drug education program has been in place for five years. The first two years were curriculum-oriented with the Lion's QUEST program selected for seventh-grade health. This program is supplemented with information on current adolescent issues such as gang awareness and sexual harassment and abuse. A state-developed peer education program (see *Sharing Your Success, Volume I)* has trained over 40 students in the last three years. These students operate a resource center dispensing health information and give presentations to classmates on topics of interest.

The SMILE (Students Making Individual Lives Easier) Project is a drug, alcohol, and gang cross-age prevention program that brings high school students to intermediate schools. SMILE also sponsors sports clinics where high school athletes work with younger youth.

Students identified or self-referred as needing special intervention may attend support groups facilitated by teachers and counselors. Peer educators also provide individual as well as group assistance. Alternative programs include the Comprehensive School Alienation Program classes, a self-contained Alternative Learning Center on campus, and the Saturday Attendance Program for truant students and their parents.

The Waipahu faculty strongly believe that education needs to be balanced with time out for fun co-curricular activities and offers monthly schoolwide activities planned with student government and peer educators. After school, students may participate in the Systems of Care program, where dancing, drama, and multicultural activities are offered as positive alternatives to idle time.

Interacting and Networking with Community Groups and Agencies: Representatives from community agencies and organizations supplement the Waipahu prevention program and help keep the information current and interesting to teens. For example, the Honolulu Police Department presents information on gangs and the relationship of drugs to gang involvement, crime, and violence. Police officers also counsel those students involved in policy infraction and facilitate the Saturday Attendance Program. Speakers from the Sex Abuse Treatment Center and the American Cancer Society also address classes.

At the beginning of each school year, all community youth and family service agencies are invited to the school to speak to administrators, counselors, and interested persons about their programs. Feeder schools are also invited to this collaborative meeting. The purpose is to make certain that students receive appropriate but not overlapping services.

Examples of community programs include the Adult Friends for Youth program, which offers weekly support groups for teens who are in gangs or who exhibit gang-related behaviors. The YMCA Outreach Program provides group and individual counseling to students who have drug and drug-related problems.

Key to Success: Waipahu staff try to "provide fresh, innovative, and challenging approaches to catch students' attention, as well as to emphasize the attitude that being drug-free is absolutely cool." Many of the positive alternative activities are developed and implemented by the students themselves. The school also considers teachers, other staff members, and community members key contributors to the success of its programs.

Health Programs Keep Youth Interested and Involved

PROGRAM: **Health Works 2000**

CONTACT: Paul Eck, Principal
Whitepine School District #286
P.O. Box 686
Bovill, Idaho 83806
(208) 826-3314

AUDIENCE: Elementary and secondary students, grades K-12

OVERVIEW: *Whitepine School District draws 670 students from four small, rural communities. In 1990 school personnel began receiving training in the implementation of two nationally recognized curricula, Growing Healthy and Teenage Health Teaching Modules. Since that time, teachers report hearing high school students saying, "I actually like taking health class now."*

COMPONENTS: ***Planning:*** Elementary and junior high school principals, teachers, counselors and parents joined with Potlatch Corporation employees to form the Potlatch Corporation Educational Task Force. This task force provided direction for curriculum selection and seed money for program start-up costs. Teachers were trained during a five-day inservice in July 1990. The following summer, a core group of district staff were certified to act as trainers. They now provide training to new and reassigned teachers.

Program Description: Growing Healthy is a one-semester program for children in grades K-6. The curricula is interdisciplinary, drawing on resources and skills from math, science, art, social studies, and language. Growing Healthy uses a variety of teaching techniques, including role-playing and open discussions, and has many activities that directly involve parents and community members. Lessons teach youth how to avoid alcohol and other drugs within a broader context as they find out how body systems work, learn to value good health, and work on self-esteem issues.

The Teenage Health Teaching Modules are used for grades seven through 12. Every summer, staff meet with the program administrator and select the modules they will teach during the school year. Modules are taught in vocational agriculture, science, health, home economics, physical education, and special education classes. The 18 modules address adolescent issues such as violence prevention, communicating in families, strengthening relationships with family and friends, and protecting oneself and others from tobacco, alcohol, and other drug abuse. This program also provides many opportunities for community involvement.

Principal Eck calls these two curriculums the "Velcro" of a more comprehensive substance abuse program that includes ongoing staff development, parent involvement, and the inclusion of other resources to enhance the drug and alcohol curriculum. Both elementary and junior high classes use a video series to help children practice refusal skills and view additional positive attitudes and values. Staff regularly utilize the substance abuse and health resources offered at nearby Lewis-Clark College, the University of Idaho, and Washington State University.

Community Alliances: Parent volunteers are critical in running classroom stations in the Growing Healthy program. Business, health, and community members serve on the advisory board for the Drug-Free Schools program. The Whitepine School District is a member of the newly formed Latah County Health Network which links the schools with health educators at the University of Idaho, Gritman Hospital, and the North Central Health District.

Success Indicators: Parent, student, and teacher questionnaires are used to provide feedback on the program and the comments have been consistently positive. Teachers comment that students are now calling health one of their favorite subjects and they believe youth are making more healthy choices in their weekend recreational activities.

Key to Success: Health Works 2000 has been well supported by teachers, administrators, and school board members. Teachers gave up many weeks of summer vacation without pay to be trained in the two curricula. The initial financial support from the Potlach Corporation and resources from the American Lung Association were critical in implementing the program. Other key elements have been networking with three nearby colleges and the County Health Education Network.

High Levels of Care Translate to Student Success

PROGRAM: **Largent Education Center**
1992-93 U.S. Department of Education
Drug-Free School Recognition Program
Comprehensive Program Winner

CONTACT: Kenneth Kelly, Principal
915 First Avenue South
Great Falls, Montana 59405
(406) 791-2140

AUDIENCE: High school students, grades 9-12

OVERVIEW: *Largent Education Center is an oasis of hope in the Great Falls school district for those students who have previously experienced little success in school. A third of the 92 students at Largent do not live at home, a large percentage are coping with the consequences of alcohol and other drug involvement, and many of the female students are either pregnant or parenting teens. In spite of these circumstances, daily attendance and retention rates are up and innovative community employment programs welcomed 20 Largent graduates as productive Great Falls citizens.*

COMPONENTS: ***Planning:*** The Great Falls Alternative High School program began over 20 years ago and continues today with the same overall goal: to diagnose why students have been unsuccessful and to provide whatever assistance is necessary to help them graduate from high school and go on to paid employment or additional education.

School district student use surveys have been given annually since 1988. Largent staff use these assessments—as well as data from school counselors, social workers, home school coordinators, and teaching staff—to determine student needs. The most recent data confirm a continuing pattern: Students have experienced physical, sexual, and emotional abuse in their families, as well as significant involvement with substances. Additionally, Largent students are challenged by poverty and low reading and math skills.

Program Description: With data clearly showing that their students have issues that interfere with academic and vocational development, Largent staff have developed a comprehensive program designed to instill self-confidence and hope for the future.

The Largent staff consists of a part-time administrator and 6.5 full-time teachers. A night program is offered for those with day jobs. There are four part-time night teachers. Over 80 percent of all staff have had a minimum of 40 hours in basic TAOD training.

Dropout prevention efforts are channeled through vocational orientation in all subject areas, scheduling students in as many vocational training classes as possible. Students are provided with special services such as employability training, internship work experiences, and job placement.

All students must pass the required 10th-grade health class and complete a personal and social responsibility class. Special prenatal and parenting classes are offered and the Young Parent Education Center program provides day care and referral services to teen parents. The Great Falls schools have enjoyed a comprehensive student assistance program for over 10 years. Staff regularly identify and intervene with students. In addition to individual counseling and referral to other services, students may meet with the following support groups during the regular school day: concerned persons, aftercare, support/growth, eating, divorce/loss of parent, and teen parent.

The Largent Employability Achievement Program (LEAP) began in 1991 with 59 participants, 24 of whom are currently employed. A cooperative effort with the local community, LEAP is a two-semester program that includes self-awareness, job exploration, and job training/career planning. Students who complete the program receive an Employability Certificate. Project PRAISE is a reward program where daily student attendance is supported by local business and civic organizations.

Community Alliances: In the early 1980s the Great Falls community began systematically addressing student TAOD issues and came together under the name CARE (Chemical Awareness Responsive Education). Since that time, over 700 community members, school personnel, parents, and youth have jointly participated in a 40-hour basic prevention/intervention training. As a result, all Great Falls schools enjoy working supportive relationships with agencies, business, law enforcement, and parents. The Great Falls Alliance for Youth provides parenting support programs that range from special seminars to parenting skills curricula.

Success Indicators: Success at Largent, while measured in a variety of ways, is often gauged by the ability of students to remain in school and experience success in the classroom. The daily attendance rate has gone from 68 percent in 1989 to 83 percent in 1992. Student retention has increased from 55 to 66 percent.

Key to Success: Everyone at Largent works hard to ensure the success of each student and all of the programs are geared for helping youth stay in school. "Our students tend to distrust and disbelieve educators because of past failures," says Principal Kenneth Kelly. "But our community resource people have high credibility with our students and there is much trust." This trust and follow through with community-based job programs and incentive systems are major factors in Largent's continuing success.

A Community-Based Comprehensive Approach

PROGRAM: **Missoula School District One**
Health and Wellness Program

CONTACT: Toni A. Rehbein
Vice Principal and Health Coordinator
Washington Middle School
645 West Central
Missoula, Montana 59801
(406) 721-7346

AUDIENCE: Elementary school students, grades K-8

OVERVIEW: *The District One Health and Wellness Program offers students comprehensive prevention curricula, multiple student support groups led by trained community volunteers, middle school weekend leadership seminars, and refusal skills training by high school students. A community-wide nonprofit organization with a long history of adolescent chemical abuse programming works hand in hand with the school to provide training expertise for both district and community members.*

COMPONENTS: ***Planning:*** Prevention programming began in 1983, guided by the CARE I Advisory Council comprising teachers, counselors, administrators, parents from both the elementary and high school districts, and private and public agency representatives. Three state alcohol and other drug student surveys have been administered since that time. All three surveys show Missoula youth exceeding national rates in the use of most substances, especially heavy alcohol use.

Program Description: The K-8 curriculum addresses incest and sexual assault, alcohol and other drugs, HIV infection and AIDS, depression and suicide, and emotional and physical health. The curriculum is taught by classroom teachers in grades K-6 and by health teachers in grades seven and eight. Parents may review the material and withdraw their children from any units.

Student support groups are offered to youth at all grade levels. Depending on need, they may be topic-specific or focus on general life situations. The groups are led by two adults, who have received 30-60 hours of training offered free of charge to any Missoula-area resident through Community Care, Inc. Groups operate during the school day for one hour per week. The voluntary groups typically last 10 weeks each and require parental permission.

Seven adult counselors and seven carefully selected high school students staff weekend workshops for middle school students. Called PALS (Peer

Awareness, Leadership Seminars), the retreats are designed to increase self-esteem and self-confidence through education, skill training, and small group exercises. Youth learn about addictive diseases as they practice refusal and communication skills. The weekend includes a pizza party, dance, and sleep-over on Saturday night. Parents attend a three-hour parent workshop on Saturday morning.

All district seventh- and eighth-grade students receive inclass refusal skill training by trained high school youth. This joint elementary and high school project is an integral part of the prevention program.

Staff and community members are offered numerous opportunities for training throughout the year. They range from hour-long sessions on basic information about chemical abuse signs and symptoms to three-day workshops on family addiction and group facilitation skills. Training in curriculum infusion and program evaluation has been received from the Western Regional Center for Drug-Free Schools and Communities.

Community Alliances: The broad-based Community Care Advisory Council meets on a monthly basis to assess needs and implement projects and services. The council has funded a youth services counselor for youth in need of treatment and aftercare support. Support groups and middle school seminars are staffed by community volunteers.

Success Indicators: In addition to participation surveys for program activities, District One participates in statewide student-use surveys. The extent and frequency of drinking has diminished since 1983, although alcohol misuse in Missoula is still high. Rides are being more frequently declined from drunken drivers than in 1983. Students report that at parties where adults are present, there is a highly significant change toward abstinence. Students also report they regard the support groups as key elements of the prevention program and that the school is providing a supportive social environment.

Key to Success: The District One Health and Wellness Program is based on the belief that every individual can grow and become healthier. The program has always been community-based, but teacher and administrative views are highly respected and incorporated into program development and revision.

Funding and Technical Assistance Enhance Community Cooperation

PROGRAM: **Poplar High School**
1992-93 U.S. Department of Education
Drug-Free School Recognition Program
Comprehensive Program Winner

CONTACT: Daniel T. Farr, Principal
P.O. Box 458
Poplar, Montana 59255
(406) 768-3408

AUDIENCE: High school students, grades 9-12

OVERVIEW: *Poplar is a small rural community in northeast Montana. The Poplar Public Schools system is located in the center of the Fort Peck Indian Reservation, home to the Assiniboine and Sioux tribes. Since 1990 an aggressive pursuit of grant monies has allowed Poplar High to implement a variety of new programs that have helped improve student grades, increase parent and community participation, and decrease student dropout rates and in-school violations for tobacco, alcohol, and other drugs.*

COMPONENTS: ***Planning:*** Formal assessments used to determine the nature and extent of TAOD and violence and discipline problems have been in the form of behavioral studies which include the Montana Youth Risk Behavior Survey (1991), Drug Use Among Students at Poplar Middle and High School (1987), and the Indian Health Services Tobacco Survey (1992). These surveys indicated that youth in Poplar schools engage in behaviors that put them at risk of alcohol addiction and other health problems.

In April 1990, Poplar Public Schools was one of the first three in the state to be selected as an America 2000 school site. In June of 1990, 20 faculty and community members gathered together to develop a comprehensive strategic plan for Poplar School District; this plan now involves 11 action teams and over 100 members. In September 1992, the Center for Substance Abuse Prevention (CSAP) awarded Poplar a $2.3 million grant for prevention, treatment, and rehabilitation for high-risk youth.

Program Description: The successes of the Poplar program to date have been the development of clear and specific alcohol and other drug policies and procedures, the development of a sequential K-12 health curriculum, increased community participation, and increased intervention efforts for students.

Additional funding has allowed the high school to provide a full-time drug/alcohol coordinator and provide training for certified and noncertified staff. Students may be referred to numerous support groups dealing with friendship, adolescent self and family member use, aftercare, grief and loss, healthy lifestyles, and anger management.

Student activities include social dances and clubs, open gym in the summer for recreational use, and annual Red Ribbon Week activities that include a Run for Sobriety. Community service projects and peer helping opportunities are also part of the Poplar program.

The CSAP grant will help expand follow-up and aftercare programs, family counseling, parent training, family nights, and peer counseling groups. The extra funds are also being used on a foster grandparents program and cultural awareness and enrichment activities. A recent grant from the Department of Health and Human Services, Office of Adolescent Pregnancy, will further enhance student health programs.

Community Alliances: In March 1992, Poplar Public Schools was chosen to work with the Western Regional Center's American Indian Initiative project to build community prevention programs. This project works with groups that include the Fort Peck Community Partnership Coalition, Indian Health Services, Tribal Education, the Bureau of Indian Affairs, law enforcement, and the Spotted Bull Treatment Center.

Collaborative efforts include the establishment of an adolescent treatment center and a Sunday-Thursday Tutorial Center that operates from 4:00 to 8:00 p.m. and averages 45 students per day. The YMCA recently obtained a program development grant for area youth and the tribal council has passed a resolution committing all employees to TAOD training through a cooperative agreement with Fort Peck Community College.

Parents are integral members of all prevention planning and programming and are invited to participate in all staff training.

Success Indicators: Expulsions and dropout rates are falling. During a three-semester period ending June 1992, in-school violations for tobacco decreased from 8 to 2; for alcohol, from 4-0; and for fighting, from 7 to 0. Student grades are rising; the percentage of students receiving one or more failing grades has been cut in half.

Key to Success: Funding and collaborative assistance from other agencies is helping Poplar High and the community work together to create a stronger and healthier future. Ongoing program review and evaluation are key components in this process and have helped the community and school come together to both acknowledge the existence of alcohol and other drug-related problems and work as one to solve them.

Multiple Programs for Multiple Needs

PROGRAM: **Comprehensive School Health**

CONTACT:
Teresa Hjeresen, Program Developer
Bend/La Pine School District
520 N.W. Wall Street
Bend, Oregon 97701
(503) 389-3029

AUDIENCE: District students and staff

OVERVIEW: *Comprehensive health is woven into every Bend/La Pine school through prevention education, school health services, school nutrition programs, and worksite health promotion. During the 1993-94 school year, the district plans to pilot its first Health Access Center. The center, located at a newly built elementary school, will provide "one-stop shopping" for health care.*

COMPONENTS: ***Planning:*** The Bend/ La Pine school district serves 10,000 students and has 1,200 employees. There is a long history of working with P.A.C.T. (Parents Actively Caring for Teens), a community action group that holds annual forums where local citizens and youth come together to identify and strategize solutions to local needs. The need for a comprehensive, sequential K-12 prevention education curriculum was first identified in 1986. The need for a parent component was also recognized at that time.

Since the mid-1980s, the district has continued to add programs and services, all funded through a combination of private donations, foundation grants, and federal Drug-Free Schools monies. Because the program is broad-based, planning committees have varied from core team leaders, worksite wellness teams, and a community/school advisory council.

Program Description: The program has six major components:

1) Comprehensive health education: Provides K-12 students with information on health, alcohol and other drugs, HIV/AIDS, and safety and risk-taking management through commercially produced curricula. D.A.R.E. is taught in fifth-grade classrooms, and in 1993-94 eighth-grade students and parents will be offered "Family Accountability Communicating Teen Sexuality."

2) School health service: Includes school counselors, school nurses, Oregon Student Safety on the Move (see *Sharing Your Success, Volume 1),* and children of alcoholics and drug and alcohol school-based support groups.

3) School health environment: Red Ribbon Campaign, core teams and intervention staff, Nicoteen cessation program, school safety personnel, and Natural Helpers. All campuses are closed and tobacco-free.

4) Physical education: Includes P.E. specialists, and intramural and athletic programs.

5) School nutrition: Students at all schools are offered "Healthy Heart" lunches, and health classes incorporate the American Heart Association curriculum.

6) Worksite health promotion: District staff are trained in prevention education, student assistance programming, standard first aid, and CPR. Selected teams have attended Flight Team Crisis Response. The district has received the Spark Plug Award for wellness site contacts and has an employee assistance call-in program.

Community Alliances: Many private and public organizations both help plan and support Comprehensive School Health. County agency staff perform chemical assessments, facilitate the site-based student support groups, coordinate and help lead parent education sessions, and provide crisis response. Nicoteen cessation, peer jury, and youth diversion programs are coordinated by juvenile justice. The community action group P.A.C.T. organizes the school/community forums and resources for new programs. Some school sites offer informal parent support groups facilitated by local adolescent counseling professionals.

Obstacles: With so many components in this comprehensive model, people were occasionally chosen for positions or projects who did not share the "passion" or have the expertise for the job. Program developer Teresa Hjeresen suggests selecting people who have "similar passions and are risk-takers for change."

Key to Success: Comprehensive School Health allows districts and communities to take on many projects unique to their issues and environment. "We have many projects going on at the same time in different ways to help prevent kids from falling through the cracks," says Hjeresen. "There is a place for everyone to work at their level of commitment in a proactive role."

Her advice to others: Find the people with the energy and direct your program components to their particular expertise. Reward and support those people who are doing healthy things for students, staff, and community. And finally, create awareness and move slowly.

"The Bottom Line Is a Real Sense of Caring"

PROGRAM: **Slater/Filmore Primary School**
1992-93 U.S. Department of Education
Drug-Free School Recognition Program
Noteworthy Component Winner

CONTACT: Helen Patton, Principal
800 North Fairview Avenue
Burns, Oregon 97720
(503) 573-7201

AUDIENCE: Elementary school students, grades K-3

OVERVIEW: *Located in Harney County in southeastern Oregon, Burns has been severely challenged by natural disasters—a recession in the lumber industry, floods, droughts, and forest fires. As unemployment and poverty levels went up, so did family violence, discipline referrals, and divorce rates. Realizing the community was experiencing severe distress and that many of the problems were related to alcohol and other drug abuse, the staff at Slater/Filmore Primary School surveyed the community to see how the school could help. The answer came back clearly: "Help our children feel better about themselves." Slater/Filmore has received recognition for Noteworthy Components in the areas of (1) Recognizing, Assessing, and Monitoring the Problem and (2) Developing and Implementing the Drug Education and Prevention Program.*

COMPONENTS: ***Recognizing, Assessing, and Monitoring the Problem:*** Formal assessment of needs was done through a drug and alcohol survey of older students in Harney County. For the primary school population, a variety of informal methods are used to determine the best prevention programming for K-3 students.

Monthly multidisciplinary child abuse team (MUDCAT) meetings are held with all county agencies serving youth and families. Valuable information is exchanged that helps determine the extent of violence and abuse problems. PTA meetings, a parent survey, and staff surveys are also used to help focus efforts. Fighting, biting, kicking, and verbal abuse are considered to be the major problems.

The broader community is kept well informed about the school's progress. A regular 15-minute Saturday morning radio program, "Your Schools At Work," has aired for the past two years. Additionally, the Harney Partners for Kids parent/community organization holds frequent meetings and provides status reports.

Since the inception of the prevention components in 1989, incidents of severe discipline problems have steadily declined. In the 1991-92 school year, there was only one serious discipline problem and one incident involving chewing tobacco. Parent satisfaction with the school program is very high.

The turning point for Slater/Filmore came in 1988 when a state School Improvement and Professional Development grant was awarded to the district. All monies were dedicated to staff development training in the areas of alcohol and other drug prevention, self-esteem-building, and student motivation.

Developing and Implementing the Drug Education and Prevention Program: Every teacher in the school teaches the Positive Action program (see *Sharing Your Success, Volume II*). This program stresses the importance of self-concept, physical and intellectual health, managing resources and feelings, positive "codes of conduct" for treating others, self-honesty to realize strengths and weaknesses, and the setting of short- and long-term goals. Here's Looking At You 2000 was selected as the drug education curricula.

National Red Ribbon Week is a celebration at Slater/Filmore and many activities are designed around raising community awareness and providing special events. Cutter, the "drug-sniffing dog" from the sheriff's department, makes an appearance, joined by McGruff, the crime-fighting dog, and Bulldog, the school mascot. Community stores give children small rewards for wearing red ribbons and youth organizations and churches provide social activities for young students.

Continual monitoring of the prevention efforts direct or influence future programs. New services that have recently been added to the overall program include a counseling task force, the setting of yearly goals and mission statement, and staff release time for school profiling.

Key to Success: The personnel at Slater/Filmore are "absolutely convinced our program is working" according to Principal Helen Patton. "The bottom line here is a real sense of caring—caring for our students, caring for our fellow staff members, caring for our community, and caring for our country."

A Detailed Road Map Provides New Directions in Services and Training

PROGRAM: **Project 3 X 3**

CONTACT:
Starla R. Gable, Coordinator
Project 3 X 3
Yakima School District #7
104 North Fourth Avenue
Yakima, Washington 98902
(509) 454-5801

AUDIENCE: Middle and high school students

OVERVIEW: *In response to inadequate staff training on prevention issues, Yakima schools expanded their existing prevention programming and designed a program around a grid targeting prevention, intervention and aftercare for students, staff, and parents/community volunteers. Programs include career awareness mentorships and internships, open gymnasiums, teacher trainings on timely topics, and parent education opportunities and support groups.*

COMPONENTS: ***Planning:*** In 1991 Yakima school personnel and social and health service agencies in Yakima County were surveyed to assess district drug and alcohol programs. Four significant findings resulted: (1) Hispanic individuals were underserviced in prevention, early intervention, treatment, and aftercare; (2) less than one-third of the district staff were adequately trained to teach prevention curriculum; (3) only 25 percent of high school teachers included alcohol and other drug instruction in their classes; and (4) most instructional materials were not available in Spanish.

A grant proposal committee of teachers, drug and alcohol dependency counselors, and building administrators prioritized areas needing to be addressed. The result was Project 3 X 3, designed as a complement to the middle and high school Student Assistance for Everyone (S.A.F.E.) program. Federal Drug-Free Schools monies fund the program.

Program Description: The program is designed around a 3 X 3 grid with projected objectives for prevention, intervention, and recovery targeting the three groups of students, staff, and parents/community volunteers. Students are identified through a student assistance model process and then presented with drug-free activities and opportunities for exploring career opportunities with mentors from local businesses. The district provides open gym times during Christmas vacation and on Saturdays, there are field trips to live theatre performances, and students receive incentive activities for taking responsibility for their school work. In peer support groups, students work on controlling anger, building self-esteem, and developing interpersonal relationship skills.

Staff objectives include training in basic prevention awareness and student assistance model procedures, as well as anger management, control theory/reality therapy, and the basics of running student support groups. They also receive information on the needs of students who are in recovery and multicultural factors influencing attitudes.

Parents and community volunteers are given opportunities for training in the P.R.I.D.E. Parent to Parent program as well as numerous parent support groups. Special services target those families with students involved in aftercare.

Community Alliances: Local businesses provide career exploration and mentorships. Health service providers offer assessments and partnerships in trainings. The county Substance Abuse Coalition is an active partner in community activities.

Success Indicators: Project 3 X 3 staff log their contacts with students, other staff members, and family members. Data on attendance, GPA, behavioral referrals, and attitudinal changes is presently being collected, as are participant lists for staff and parent trainings.

Key to Success: The Project 3 X 3 approach is based upon recent research on how systemwide change for students must include strategies for school, staff, and home and community. Project staff believe this comprehensive approach "spells success." Coordinator Starla Gable states, "The grid provides a visual guide to what you want to accomplish and what needs to be done to reach those goals." She believes this road map is easy to duplicate elsewhere.

Surveys and Assessments Keep School on Track

PROGRAM: **East Junior High**
1992-93 U.S. Department of Education
Drug-Free School Recognition Program
Comprehensive Program Winner

CONTACT: Jim Forrest, Principal
P.O. Box 1089
Rock Springs, Wyoming 82902
(307) 362-3783

AUDIENCE: Students, grades 7-9

OVERVIEW: *Challenged by both rural isolation and a community norm where drinking is part of family gatherings/celebrations and recreation, Rock Springs Junior High is using a variety of strategies and programs to address the most serious problems on their campus: smoking, drinking, and student harassment. Student satisfaction surveys and annual teacher assessments help the school continually evaluate the appropriateness of their comprehensive plan.*

COMPONENTS: ***Planning:*** A variety of assessments are used to determine the direction of the Rock Springs program. In 1989 and 1992, 30 percent of the students participated in alcohol and other drug use surveys. Both parents and students also participated in a School Satisfaction Survey. According to these assessments, the most serious problems facing Rock Springs were smoking, drinking, students threats and fights, name-calling and put-downs. Using these results, staff expanded their drug prevention curricula to focus more intensely on violence and safety efforts.

Components: Beginning in April 1988, the student assistance core team designed and implemented a comprehensive program that includes numerous components beyond basic required health. These include annual one- and two-day student assemblies that focus on school success and respect for self and others (seventh grade), sexual violence awareness (eighth grade), and sexual responsibilities (ninth grade).

The improvisational Teen Theatre Group trains over 45 students per year to perform for students in productions that address life and interpersonal skills, peer persuasion factors, and current social issues. The student assistance program provides four support groups for youth seeking help with issues such as divorce, sexual abuse, depression/suicide, academic failure, family problems, and relationship difficulties.

Numerous electives also address adolescent concerns. The Skills of Success class is divided into three units: Understanding and Developing Yourself, Understanding and Getting Along with Others, and Understanding and Communicating with Your Family. The Contemporary Concerns class for ninth graders helps teens understand motivation and self-esteem, friendship and peer pressure, dating and breaking up, families and family crisis, and teenage depression. Finally, the "Me, Myself and I" class focuses on personal and child development and family studies.

The Rock Springs integrated approach also includes the Pathways Program, emphasizing considerate lifestyles; the Northcentral Accreditation Process, focusing on school safety; and the Effective Schools Improvement Plan, where students demonstrate appropriate behavior during daily unsupervised student breaks. The national youth I CARE Hotline is available to all Wyoming students year-round, 24 hours a day.

Community Alliances: The annual Junior High Prevention Fair is sponsored by both Rock Springs junior highs and is supported and attended by a broad spectrum of community members. Local representatives from the Sexual Assault Task Force and the YMCA family violence program assist in both elective courses and student assemblies. A local judge has taken a strong position on substance abuse prevention and all youth who appear before him must complete writing assignments and community service in addition to regular sentences. Rock Springs parents are offered Project CODE (Collaborating on Drug Education), described in *Sharing Your Success, Volume I,* and frequent parenting sessions where local speakers address adolescent issues.

Success Indicators: Since 1989, data collection instruments provide a variety of success indicators: the percentages of students who have been in trouble for fighting and for physically hurting someone out of anger have fallen. The number of students who have never used drugs has risen and frequency rates for those who do use have been reduced. The number of students who have ridden with someone under the influence has decreased almost 20 percent. And finally, grades at Rock Springs are on the upswing; more students are reporting A's and B's.

Key to Success: The CORE team annually surveys all staff to determine topics and issues teachers want addressed. A yearly action plan is then written and referred to throughout the year. Such careful planning and attention to the needs of both the students and the staff allow parents, students, and community agencies in Rock Springs to work together to help youth make healthy lifestyle choices.

Section 6

Institutes of Higher Education

INSTITUTES OF HIGHER EDUCATION

Colleges and universities throughout the western region are working on prevention issues in a variety of ways. Intercollegiate consortiums are now acting as clearinghouses, support groups, and vehicles to reduce alcohol and other drug use on their campuses. Additionally, Institutes of Higher Education (IHEs) are working with business partnerships to design policies and procedures and effective prevention campaigns that help raise awareness about drug use and hiring practices.

Many teacher candidates are not exposed to information about alcohol, tobacco, and other drugs while in graduate school. One program described in this section offers prevention training at 72 teacher preparation sites.

Teaching the Teacher-to-Be About Prevention

PROGRAM: **Project Teach**

CONTACT:
Priscilla Naworski, Director
Healthy Kids Resource Center
313 West Winton Avenue, Room 180
Hayward, California 94544
(510) 670-4581

AUDIENCE: Teacher candidates, Institutes of Higher Education

OVERVIEW: *Project Teach addresses the need to instruct teacher candidates about alcohol, tobacco and other drugs, and nutrition. A Health Education Preservice Resource Manual has been developed by the Healthy Kids Resource Center in conjunction with the California Department of Education and an extensive advisory committee. The manual is available for the 72 teacher preparation institutions in California.*

COMPONENTS: ***Planning:*** State law mandates that all prospective teachers in California are required to take a health education course before obtaining their teaching credential. An April 1992 informal survey of all teacher preparation colleges and universities in California found a wide variety of course length and content designed to meet the state credentialing requirements. Project Teach is designed to address the need for a standard, statewide program.

The Project Teach advisory committee members include current teachers, teacher credential candidates, school administrators, college health science instructors, and California Department of Education staff. The Western Regional Center for Drug-Free Schools and Communities at Far West Laboratory and Southwest Regional Laboratory also assisted in manual development and conference presentations. Funding was provided by Federal Drug-Free Schools and Communities and California Tobacco Proposition 99 monies.

Document Description: The resource manual contains eight chapters: (1) Comprehensive School Health; (2) Role and Responsibilities of the Elementary School Teacher; (3) Role and Responsibilities of the Secondary School Teacher; (4) Use of Alcohol, Tobacco and Other Drugs; (5) HIV/AIDS; (6) Nutrition; (7) Instructor Materials; and (8) Resources.

Each chapter is a self-contained unit, consisting of a review of the required course material, suggested text for overheads and handouts, reading lists, lists of suggested resources, and copies of more important resource materials. Materials are color-coded by elementary and junior and senior high school.

A state teacher preservice Health Education Conference presented the materials to state teaching institutions in spring of 1993. College Health 2000, a project sponsored by the Center for Disease Control, funded these training conferences.

Conference evaluation will occur. Follow-up phone contact is expected for teacher candidate instructors.

Obstacles: Communication and identifying college and university instructors was difficult because of the uncertainty of higher education budgets and staff.

Key to Success: Healthy Kids Resource Center Director Priscilla Naworski credits the collaborative effort among the advisory committee, the Western Regional Center for Drug-Free Schools and Communities, and College Health 2000 as a key factor in program implementation.

Naworski believes Project Teach can be replicated if there is a mandated need for college courses for teacher preservice in health education.

Tapping College Students as Friends Who Care

PROGRAM: **Special Friends: College Interns as Mentors**

CONTACT:
Victoria Dendinger, School Psychologist
Newport Heights Elementary School
Newport-Mesa Unified School District
425 E. 18th Street
Costa Mesa, California 92627
(714) 760-3295

AUDIENCE: Elementary students and college-age mentors

OVERVIEW: *In this mentoring program, college students are paired with elementary students to provide positive, caring and nonjudgmental relationships. In return for their time spent with the youth, the interns receive credit toward their bachelor's degree and the knowledge that they have helped students grow in self-esteem, feel more capable, and thus, perhaps, experience more success in school and in life.*

COMPONENTS: ***Planning:*** School psychologist Victoria Dendinger has used interns as mentors since the early 1970s. The name "Special Friends" has been utilized since 1986.

Program Description: Special Friends interns come primarily from the social ecology program at University of California at Irvine (UCI) and serve a minimum of one to two quarters. The elementary-age students who participate in the program are referred by teachers, school psychologists, principals, and parents. Students may also self-refer.

Once selected, the college students attend an evening training session that covers active listening, tutoring, group leadership, behavior modification, and counseling games. Interns also meet monthly to discuss their experiences and hear guest speakers on adolescent counseling issues.

Each college intern is assigned eight to 10 students and typically Dendinger works with 15 to 20 interns per year. These activities may be in or out of the classroom, but almost always take place on the school site. Interns also assist Dendinger at weekly group sessions with teens enrolled in the district School-Age Mothers program.

The interns are instructed that their job is to do whatever the "ideal friend" would do in similar circumstances. This may include assistance in problem solving, empathic listening, tutoring in difficult subjects, or throwing a ball on the playing field. Mentors report that they have also helped organize student backpacks and notebooks, strategized about how to talk to parents, and role-played difficult situations. At the end of each year, Special Friends also help facilitate group sessions for sixth graders on the transition to junior high.

Success Indicators: Assessment is done by informal interviews with teachers and the use of "Agreement Cards" signed by teachers, student, and intern. These cards, similar to a student contract, highlight areas that need improvement and are used to track the student-mentor relationship. Dendinger reports that many students show improvement in reading and interpersonal skills.

Obstacles: Difficulties and challenges facing a program coordinator include having the time for program supervision, matching identified students with interns, and scheduling the mentor time. Dendinger makes sure that interns have access to her during the day both in person and by phone.

Key to Success: Dendinger states that the program has continued to enjoy success due to the availability of UC Irvine students, the support of the UCI social ecology program, and the ongoing enthusiasm of Newport-Mesa administrators and staff. Dendinger believes these components are critical for successful replication elsewhere. Her advice to others: "Start small and grow gradually."

Colleges and Universities Plan Together

PROGRAM: **Intercollegiate Consortium**

CONTACT:
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Intercollegiate Consortium
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San Diego State University
San Diego, California 92182
(619) 534-6331

AUDIENCE: Institutes of Higher Education (IHEs)

OVERVIEW: *Ten San Diego-area Institutes of Higher Education and the County of San Diego Health Services Department have joined together to act as a clearinghouse, support group, and dissemination vehicle for tobacco, alcohol, and other drug prevention. The consortium sponsors an annual Intercollegiate Prevention Forum and meets on a monthly basis to discuss shared issues, concerns and strategies.*

COMPONENTS: ***Program Description:*** The Intercollegiate Consortium was started in spring of 1987 and since then has grown from three to 10 member institutions. These schools and agencies are: California State University, San Marcos; Grossmont College; Mira Costa College; Palomar College, San Diego City College; San Diego State University; Southwestern College; United States International University; University of California, San Diego; University of San Diego; and the County of San Diego Health Services Department. San Diego County Office of Education staff are also usually represented at consortium meetings.

The consortium members meet on a monthly basis at the health services department to exchange information, provide technical assistance, and generally serve as "sounding boards" for each other. While the structure of each institution may vary from two-year community colleges to four-year largely commuter populations of older adults to a major university, all members share common issues and benefit from the shared problem solving.

Topics of discussion have included data gathering and analysis on the nature and extent of alcohol and other drug usage on campus and surrounding communities, prevention materials for use in the orientation of new students, and planning special health promotion events. The consortium is currently working on the development of a major three-year multicampus impaired driving reduction project.

Much of the consortium's efforts are devoted to the planning and hosting of the Intercollegiate Prevention Forum, a 1-2 day conference that has been held annually for the past seven years. The location is rotated among member campuses and continues to draw participation from key community agencies such as law enforcement, health care providers, and the media.

Prevention Beyond High School

PROGRAM: **Oregon's Business/Education Partnership**

CONTACT:
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Oregon Business Council
1100 S.W. Sixth Street, Suite 1608
Portland, Oregon 97204
(503) 220-0691

AUDIENCE: Students at Oregon colleges and universities

OVERVIEW: *The Oregon Business Council and college presidents from around the state have formed a partnership to address the common concern of alcohol abuse and illegal drug use on college campuses. The partnership has produced a student media campaign for 46 Oregon schools and a committee is at work designing an alcohol and drug policy to guide Oregon Institutes of Higher Education (IHEs).*

COMPONENTS: ***Planning:*** The Oregon Business Council (OBC), a group of 40 CEOs from Oregon's largest corporations, was formed in 1985 to seek solutions to major issues affecting the state and the health of business in the state. In 1989, the council chose to target illegal drug use with the business campaign Fight Back Against Drugs and the slogan, "If you use drugs, you won't work for Oregon's largest corporations."

In early 1991, OBC directors and 17 Oregon college presidents met to address common concerns and possible future partnerships. The educators stressed that alcohol abuse was a greater problem on college campuses than illegal drug use. Educators reported that alcohol abuse results in missed or failed classes, dropouts, health problems, violence, and crime. The business employers in the group had similar concerns: alcohol-abusing students become alcohol-abusing employees, resulting in increased accidents, absenteeism, and health costs

As a result of these meetings, CEOs who serve as trustees in a number of IHEs and college presidents agreed to work together to build learning and working environments free of both alcohol and drug abuse.

Partnership Description: By late 1991, two committees were at work. One committee worked with a Portland advertising firm to develop a campaign launched during National College Alcohol Awareness Week (October 19-23, 1992). The campaign's message ("Alcohol abuse or illegal drug use will end the hiring process") and materials were sent to 46 Oregon colleges and universities.

The second committee researched and produced *Principles of an Institution-wide Policy on Drug Use and Alcohol Abuse.* This document encourages IHEs to: (1) set in writing a single, institution-wide policy, (2) state in this policy procedures for violations, including referral to law enforcement, (3) create a high-level policy group for annual review, (4) initiate comprehensive education and prevention programs and activities, (5) provide assessment and referral to treatment services for students and employees, and (6) provide student and employee assistance program training. Portland State University and Lewis & Clark College were chosen to be demonstration universities to initiate or enhance this six step process.

A third committee, the Oregon Higher Education Alcohol and Drug Coordinating Committee, represents three Oregon IHE drug prevention consortia, OBC, and the Oregon State Office of Alcohol and Drug Abuse Programs. Through newsletters and conferences, this group acts as the vehicle for reporting the progress of the demonstration sites.

Success Indicators: The partnership has developed a chart listing the progress of all institutions toward implementing each of the six policy principles. This will be distributed at annual meetings of CEOs and college presidents.

Obstacles: Early in the project the group felt the temptation to endorse particular prevention approaches perhaps more suitable to a private than public institution or a four-year versus a two-year school. Because the goal was to move all institutions forward, consensus was achieved by concentrating on general guidelines adaptable by everyone.

Key to Success: State government involvement was critical because partnership efforts were directly related to the Oregon Benchmarks state plan. Other keys to success include "peer pressure" through the documentation and wide circulation of demonstration universities progress and strong leadership by demonstration site presidents.

Section 7

County and State Initiatives Staff Development

COUNTY AND STATE INITIATIVES
STAFF DEVELOPMENT

Federal, state, and local legislation has provided many opportunities for prevention resources that are administered through state governors or state education agencies. The result has been the creation of many county and district consortiums, staff development, and training projects offered to a wide variety of teaching and community personnel, and the design of a service delivery system that includes videotapes and assessment manuals.

All the programs described in this section are good examples of collaboration between state and local projects that recognize the need to share information with as many people as possible and to respond to current issues in a timely and far-reaching manner. Some programs are community-based and totally reliant on outside funding. Local, county, and state initiatives provide the vehicle for such programs to survive and in turn offer good models for implementation elsewhere.

A Training Network that Keeps on Growing

PROGRAM: **Project REACH (Rural Education Access Training for Counselors and Health Workers)**

CONTACT:
Diane Nissen, Project Coordinator
Napa County Office of Education
1015 Kaiser Road
Napa, California 94558
(707) 664-3171

AUDIENCE: Rural school personnel

OVERVIEW: *Project REACH is designed to provide no-cost high quality alcohol and other drug prevention training and materials for rural school personnel who might otherwise not be able to receive such resources and services. Utilizing U.S. Department of Education Drug-Free Schools and Communities Program funds and working in collaboration with the Western Regional Center for Drug-Free Schools and Communities, the program has directly trained over 170 rural counselors and school personnel. A "share the training" process has reached an additional 875 people. Numerous manuals, videotapes, and easy-to-use checklists for assessing student prevention services have also been developed for widespread dissemination in both California and beyond.*

COMPONENTS: ***Planning:*** The need for Project REACH was identified in three ways: (1) a review of the state's financial situation; (2) an investigation of the literature regarding alcohol and other drug use in rural areas; and (3) a survey of drug education coordinators in the 38 targeted counties of Northern and Central California.

Findings indicated that small, rural districts do not have specialized prevention staff, and that rural adolescents are challenged by stressful conditions such as lack of transportation, isolation, loneliness, and poverty. Current state fiscal policies have resulted in the elimination of professional counselors and funds for staff development and travel.

Led by the Napa County Office of Education, the REACH planning team comprises personnel representing state and local education agencies as well as staff from the Western Regional Center for Drug-Free Schools and Communities at Far West Laboratory in San Francisco.

Program Description: To meet their goal of providing no-cost substance abuse training to as many rural educators as possible, Project REACH planners provided and implemented the following services during the 1991-92 school year: (1) Direct training by Western Regional Center staff to

170 elementary or secondary counselors; (2) monitoring of "share the training" sessions where those previously trained taught another 875 school staff in their local settings; and (3) production of four videotapes which document the Western Regional Center workshop topics: student assistance programs, fostering resiliency in at-risk students, facilitating support groups, and fetal alcohol syndrome.

Two documents were also produced: *The Greening of Student Assistance Programs: Creative Ways to Find Money and Resources to Support School-Based Alcohol and Other Drug Prevention and Intervention Programs in California* and *REACH OUT! A 'How To' Guide for Implementing Project REACH.*

For the 1992-93 school year, the Napa County Office of Education worked with the Western Regional Center at Far West Laboratory to develop, field test, and publish an account of the Exemplary AOD Student Services Process. The resulting document, along with a manual and video, details the components of a comprehensive student assistance program and provides a process and checklist for rural school educators to use in assessing their prevention/intervention efforts and planning for future expansion. Additional direct training by Western Regional Center staff will be provided on topics of need identified in this process.

Community Alliances: While the specific target audience of the project is school counselors and health workers, REACH staff encourage community agencies and organizations to participate in the Exemplary AOD Student Services Process. The project endorses the concept that in order to implement a *comprehensive* student assistance program, schools must include nonschool-based organizations and community groups.

Success Indicators: A third-party evaluator is gathering both formative and summative data on the project. Project coordinator Diane Nissen states that the goals and objectives of the project "are on schedule and have been met." Training and materials have been widely disseminated.

Key to Success: Project REACH has been able to maximize federal dollars through collaboration with the Western Regional Center and the Healthy Kids, Healthy California network. The special strategy of providing substitute costs and travel and per diem pay allows participants from remote areas to attend training sessions. "These have been our keys to success," says Nissen. "We really have provided high-quality training at no cost."

All publications and videos are available for dissemination. The "how to" manual provides step-by-step instructions on how to replicate a REACH-type project in other settings such as school districts or counties.

State Program Develops Multiple Programs and Products

PROGRAM: **Healthy Generations/Healthy Learners (HGHL)**

CONTACT:
Cheryl Raney, Director
Capital Region Healthy Kids Center
Sacramento County Office of Education
9738 Lincoln Village Drive
Sacramento, California 95827
(916) 228-2200

AUDIENCE: Students, grades 7-12

OVERVIEW: *The Healthy Generations/Healthy Learners program is designed to help county offices of education and local school districts implement state-mandated prenatal substance use prevention education. This state initiative is designed to respond to the growing problem of birth disorders caused by prenatal exposure to tobacco, alcohol, and other drugs. HGHL does not target specific "risk" groups but rather recognizes that all teens are the parents of the future and consequently need prevention education about TAOD use during pregnancy as well as instruction in skills and strategies to avoid risky situations and behaviors.*

COMPONENTS: ***Planning:*** HGHL was established by the California Department of Education to implement legislation approved in August 1990 mandating the establishment of local prenatal substance abuse programs in all secondary schools. Planning meetings were conducted with the involvement of several state and local agencies and the Western Regional Center for Drug-Free Schools and Communities. A five-component program was established:

1. School district programs: School districts and county offices of education must offer prenatal substance abuse as a strand of their existing tobacco, alcohol, and other drugs program and must also adopt board policies and regulations specifying in which grade(s) and which course(s) the instruction will take place. Districts may receive technical assistance, staff inservice, and other support services through their local Healthy Kids Regional Centers.

2. Basic grants: The legislation provides for "start-up" grants for eligible districts having the highest incidences of teen pregnancy and substance abuse among their student population.

3. Development grants: A competitive process was used to award these grants to six selected districts to create replicable, innovative state-of-the-art materials, methods, and policies which will then be distributed to schools throughout California.

4. Technical assistance grants: These grants were allocated to each of the 10 Healthy Kids Regional Centers to assist local school districts in program implementation.

5. Review and research grants: Allocated to the Healthy Kids Resource Center, this grant provided for the identification and distribution of program materials to the Healthy Kids Regional Centers.

Administration of HGHL is the responsibility of the Capital Region Healthy Kids Center, Sacramento County Office of Education.

Program Description: School districts identify at which grade levels and in which classes prenatal substance use prevention will be presented. The recommended ***minimum*** is once during grade seven or eight and once in high school as part of the existing TAOD prevention program.

Implementation of HGHL programs is taking place at multiple levels within the educational framework. Districts have purchased and/or developed program curricula and activities. Healthy Kids Regional Centers have provided workshops and technical assistance.

The following development grant recipients have developed over 30 products for state distribution: Fresno County Office of Education, Mendocino County Office of Education, Napa County Office of Education, Los Angeles County Office of Education, Visalia Unified School District, and the Pajaro Valley Unified School District. These products range from classroom lessons, videos, and audiotapes to community resource guides, parent presentation packages, and posters. Availability of these products will be announced in October 1993.

Success Indicators: A contracted evaluation team is conducting a formal assessment of all five program components. A final report is expected in late 1993.

Obstacles: Cheryl Raney, director of the Capital Region Healthy Kids Center, points out that a prenatal substance abuse program may raise certain issues, such as: Is this sex education? Should we teach all students? What if students suspect they have been prenatally exposed to harmful substances? She responds that HGHL has chosen to stay in the realm of prevention education that includes instructional strategies for developing personal responsibility and postponing sexual involvement. Additionally, the program planning team believes that all students need this information regardless of gender or current health risk status. The instructional program is designed to avoid blaming parents for past decisions; students who have concerns about their own health are referred to community support services.

Key to Success: Raney credits a multilevel implementation plan with helping Healthy Generations/Healthy Learners become a reality. Immediate start-up support was provided through the three basic, technical assistance, and review and research grants. Development grants were awarded to help fill the void not met by available materials. Raney believes schools can easily incorporate prenatal substance abuse prevention education into existing programs. She recommends calling the Capital Region Healthy Kids Center for more information on program planning.

Working Together Expands Programs and Training

PROGRAM: **Canyon/Owyhee Substance Abuse Coalition (COSAC)**

CONTACT:
Sharon Frost, Chairperson
COSAC
P.O. Box 187
Homedale, Idaho 83628
(208) 337-4613

AUDIENCE: School district substance abuse coordinators

OVERVIEW: *COSAC was started in 1990 in response to an identified need to work together with neighboring districts to share ideas, problems, speakers, assemblies, and other resources. Since that time, 13 school districts representing a geographical area as large as the state of Delaware have been minimizing their costs and maximizing their impact in reducing alcohol and other drug use among their students. Monthly meetings are devoted to local needs and result in local solutions.*

COMPONENTS: ***Planning:*** As individual school districts began to get more involved with substance abuse issues, many coordinators realized that a lot of money was spent bringing in assemblies and speakers and having to pay the entire costs. Teacher workshops often had to be replicated and books and videos were expensive items in limited budgets. With the help of Patricia Ball, Idaho's state drug consultant, 13 Canyon and Owyhee county school districts formed COSAC in fall 1990.

Each school supports the coalition by paying $25 to the chairperson's school to cover correspondence expenses.

Coalition Description: The 13 Southwest Idaho COSAC districts have school populations ranging from 325 to more than 15,000. Four of the districts have over 1,700 students, while the other nine have well under 1,000. The Drug-Free Schools monies available to the schools range from $6,000 to $113,000.

COSAC meets the third Thursday of each month, except December, at Northwest Nazarene College, for the entire afternoon. Each school sends their substance abuse coordinator or a representative. Of the 13 districts, only one has a full-time coordinator; persons at the other 12 districts range from combination counselor/coordinators to administrators to "do it when you have time" coordinators. The pay varies from nothing to stipends to part or all of the salary being paid out of Drug-Free School funds.

At each meeting the group discusses both new and old business. State consultant Ball attends every meeting to disseminate current information and provide state and national perspectives. COSAC topics range from developed curricula for use in K-12 classrooms to programs and strategies for peer helping, parent/community involvement, alternative education, intervention and aftercare, and youth activities promoting recreational and leadership opportunities. Timely subjects such as fetal alcohol and other drug effects, effective approaches for working with children of alcoholics, HIV/AIDS, and how to gain administrative support are also addressed.

Community Alliances: Representatives from local treatment programs, health service agencies, law enforcement, civic organizations, and media regularly attend COSAC meetings. They share their information and help brainstorm ways to use their resources to reach the most students.

Success Indicators: The coalition is now able to share and pool assemblies and workshops. A grant-writing team prepared a federal grant that includes seven of the 13 districts. Surrounding districts have used the COSAC model to develop their own substance abuse education and HIV/AIDS coalition. COSAC has allowed the state consultant to better monitor 13 of her 113 districts.

Obstacles: The monthly meetings have some disadvantages for those coordinators who are also classroom teachers with daily responsibilities to students. Often, these representatives cannot attend the meetings. To ensure ongoing communication among members and to help those who may miss an occasional gathering, COSAC is considering the distribution of monthly minutes.

Key to Success: Monthly afternoon meetings have resulted in ongoing relationships with not only fellow coordinators, but community resource personnel. Members have been able to concentrate on individual strengths and interests *and* pool group expertise for big projects or challenges.

Prevention Program Targets Youth Values

PROGRAM: **Project PRISM**

CONTACT: Liza Nagel, Director
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Lewiston, Idaho 83501
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AUDIENCE: Student services personnel

OVERVIEW: *PRISM trains student services personnel to design prevention, referral, and intervention strategies and to act as the impetus for district prevention teams. Sixty-five percent of Idaho schools have participated in this training, which emphasizes adolescent moral development and values acquisition. Participants review research showing strong differences between the value hierarchies of youth who abstain, experiment, use regularly, and abuse alcohol and other drugs.*

COMPONENTS: ***Planning:*** Findings from the 1989 Lewis-Clark State College Drug Education Infusion Project (DEIP) needs assessment furnished a research base of 5,000+ secondary school students, over 200 teachers, and 1,000 parents and citizens from a population of 91,246. The findings address student and adult self-reported substance use, attitudes toward drug use, and values and at-risk characteristics. A significant outcome of this assessment was the distinct and strong differences among the adolescents who abstain, experiment, use regularly, and abuse alcohol and other drugs.

This research provided the basis for PRISM. The training program was developed by an eight member team of prevention, training, and evaluation specialists and consultants. Training was conducted during May and June of 1992 with a follow-up session in October of the same year. PRISM was developed through federal funds.

Program Description: PRISM staff contacted all 113 school districts in Idaho to identify one student services personnel (nurse, counselor, psychologist, social worker) member to attend PRISM training sessions offered in five regional Idaho sites. Some districts sent teachers, administrators, and drug education coordinators. Cadre members represented both elementary and secondary schools. Overall, 63 school districts (58 percent) participated in the sessions.

The three-day sessions introduce a prevention approach emphasizing how value systems can provide information that help predict behaviors. Using research from the previously cited DEIP project, trainees learn that abstaining adolescents highly value world peace, health, family security, and forgiving and helpful personality traits. In contrast, youth who experiment and use substances tend to hold values favoring an exciting and comfortable life, pleasure, and broadminded, mature love.

PRISM then trains cadre members to utilize the Rokeach Values Survey with their students to examine student belief systems and to then have youth "self-confront" these values and their implications for unhealthy behaviors. Part of the training also requires each cadre member to develop a number of prevention and intervention exercises that are incorporated into four grade levels—K-3, 4-6, 7-8, and 9-12.

Success Indicators: Each of the five training sessions was evaluated for content, learning, and application. Other instruments measured the intent of cadre members to implement the values-based approach at their school sites and their knowledge and attitudes toward substance use and abuse. Results showed that training increased belief in the efficacy of this approach and that anticipated community resistance to values-based drug education was decreased after the actual lessons were introduced.

Obstacles: One major obstacle was competing priorities for superintendents. PRISM staff responded by explaining to administrators that PRISM is a supplement, not a costly replacement, to ongoing drug education programs. According to PRISM staff, the use of the word "values" also had to be carefully defined to avoid "political connotations."

Key to Success: Several strategies contributed to the success of the project. Regional trainings were accessible and cost effective for all schools. Contacts with superintendents solicited early support, and monthly newsletters provided ongoing communication with cadre members. The key element was access to nationally recognized experts in moral development and values acquisition. PRISM staff believe the project can be replicated elsewhere.

Unifying Prevention Goals in Montana

PROGRAM: **Yellowstone County Drug-Free Schools Consortium**

CONTACT:
Gary Rogers, Coordinator
Yellowstone County DFS Consortium
415 North 30th Street
Billings, Montana 59101
(406) 255-3798

AUDIENCE: Yellowstone County school districts

OVERVIEW: *Recognizing that there is strength in numbers, the Yellowstone County Drug-Free School Consortium was formed to advance prevention efforts through unification and sharing of resources. The 17-member consortium has accomplished a great deal since its beginning in 1987. These accomplishments include comprehensive five-day trainings, student transition and leadership camps for middle and high school youth, and the funding of a consortia coordinator to help with activities and provide technical assistance to local programs.*

COMPONENTS: ***Planning:*** Many Montana cities and counties have at least a 10-year history of comprehensive prevention planning, due largely in part to team trainings by Community Intervention, Inc., and participation in Chemical People activities in the early 1980s. Yellowstone County is no exception. The county is represented by one anchor city, Billings, surrounded by smaller satellite towns within an area of 2,666 square miles. Total student population is more than 22,000.

The 1986 Federal Drug-Free Schools and Communities Act provided the impetus for the 17 districts to join together as one consortium to better pool resources, talent, and money. The consortium idea was conceived by Community Focus, a Billings-based advisory group with a long history of adolescent substance abuse programming.

Consortium Description: The 17 districts in the consortium range from Billings, with a school population of over 15,000, to at least 10 districts with total school populations of under 200 students. One district has 35 students. Representatives of all districts plan the goals and operational format of the consortium. Members typically include teachers, counselors, administrators, parents, and school board members. The major programs provided by the consortium member schools are:

1) Training: All consortium member sites have student assistance programs and inclass prevention curriculum in operation. The consortium offers a comprehensive five-day "revitalization" training every June for college credit. The workshop, titled "ABCDs of Chemical Dependence," examines

such basics as the disease concept of chemical dependency, family roles, assessment through recovery, and school/community roles and resources. There is also communication and group facilitator skills training. Additionally, shorter workshops on intervention techniques, enabling, and detachment are offered.

2) Positive peer leadership student camps: Two camps for sixth graders focus on the transition to junior high and serve a total of 288 youth. The high school camp for 80 students is oriented toward teen leadership. The consortium also supports other student camps, such as the peer helpers training retreat.

3) Mini-grants: The consortium provides funds for mini-grants, which are available to members on a competitive basis.

4) Coordinator: Housed in the Billings school district, the coordinator provides technical assistance in areas such as assessment, procurement of specific resources, and networking with communities agencies.

Community Alliances: Community Focus continues to act in an advisory capacity for the consortium; members include law enforcement, juvenile justice, health services, parents, social services, and other private and public organizations.

Success Indicators: Pooled resources have resulted in methodical education for all consortium members. A self-sufficient and cost-effective training program draws on local resources as faculty. Programs and materials have been developed with greater specificity and matched to local needs and conditions.

Key to Success: The consortium is based on the belief system that members are all one big community. Each of the districts has equal representation. Coordinator Gary Rogers states that "all members are willing to contribute for the good of the whole."

The experience has proven that many people working together can provide programs that would not be available to some individual school districts. This model can be replicated wherever people are interested in working together to create a greater number of positive experiences for youth.

Training Coaches and Activity Advisors

PROGRAM: **AIM Higher**

CONTACT:

Bill Sprinkle
Montana High School Association
1 South Dakota Avenue
Helena, Montana 59601
(406) 442-6010

AUDIENCE: Coaches, adult advisors, student leaders, parents

OVERVIEW: *AIM Higher offers two-day training workshops for coaches, activity advisors, counselors, trainers, athletic administrators, and student leaders. The four-year-old program teaches how to recognize symptoms of alcohol and other drug abuse, how to find counseling and other resources for potential problems, how to promote healthy lifestyles as alternatives to substance use, and how to establish after-game activities as alternatives to traditional drinking parties and chemical abuse. Preseason meetings with parents are a key part of the program.*

COMPONENTS: ***Planning:*** The Montana High School Association provides a variety of services to its 182 member high schools that include organizing statewide competition in 18 sports and activities such as band, chorus, forensics, and drama for the 25,000-plus students that participate. In response to both state student use surveys and a growing awareness of the role that student leaders play in setting school norms, the association began AIM Higher in 1988.

The overall goal is to help student and adult leaders take individual or collective action to prevent chemical use problems and to promote healthy lifestyles. Originally supported through federal grants, the program is now funded by private foundation monies and schools that pay a one-time user fee.

Program Description: Since 1988, AIM Higher has conducted 20 education and prevention workshops. Eleven nationally trained facilitators from member schools present the workshops.

The one-and-a-half-day adult workshops focus on helping activity personnel recognize chemical health problems among their students, prevent chemical health problems in their students, and promote positive, healthy lifestyles with their students, elementary-age youth, and parents. Participants examine how athletes and performers may be at higher risk for use and the impact of coaches and sponsors/advisors on students. Parents are welcome to attend the workshops which are given three times a year, in October, January, and April.

Student one-day workshops provide information and training in areas such as building leadership skills, resisting peer pressure, understanding parents better, and establishing alternative activities. High school leaders then take the information to elementary school students through cross-age teaching activities. Student workshops are offered in September, November, March, and May.

AIM Higher also houses a video resource library, prints monthly articles in the Montana High School Association Bulletin, and conducts prevention awareness campaigns. The program networks with state agencies to coordinate prevention programs and trains facilitators to conduct workshops throughout the state.

Success Indicators: Formal evaluation to track student use, preseason parent meetings, and the number of cross-age teaching activities is planned pending additional funding.

Obstacles: School denial of their problems is a continuing challenge. Some schools also feel that AIM Higher is a duplication of existing efforts.

Key to Success: Bill Sprinkle believes the number one key to success for AIM Higher is the quality of the workshops and the professionalism and competency of the facilitators. Unique advertising such as the use of hot air balloons and highway billboards has also given the program high visibility. Sprinkle believes this program can be used in other states and that the curriculum could be adapted to health classes, PTA/PTO meetings, and other adult organizations.

District Training Targets All 183 Schools

PROGRAM: **Student Assistance Program Training**

CONTACT:
Karla McComb, Assistant Director
Curriculum and Instruction
Clark County School District
601 North Ninth Street
Las Vegas, Nevada 89101
(702) 799-8444

AUDIENCE: Clark County school personnel, K-12

OVERVIEW: *Student Assistance Program Training is an aggressive inservice program designed to reach every elementary and secondary school in the Clark County School District within a two-year period. Core teams of key school staff are being trained at each site to develop and provide the appropriate services to help all students achieve greater academic, social, personal, and physical well-being. "This training model will give us all a common language," says district staff member McComb. "When all of us use the same words, we can do more."*

COMPONENTS: ***Planning:*** Participation in the Nevada Department of Education's Statewide Alcohol and Drug Use Survey in May 1990 provided Clark County School District personnel with key findings. Approximately one-third of the district sixth-graders reported experimental use of beer and wine, with 5 percent reporting regular use. Use more than tripled for eighth-graders and at the l0th-grade level, 7 percent of students said they used alcohol during the school day. Similar patterns were reported by 12th-grade students.

The need for comprehensive prevention, detection, and early intervention services was reinforced by feedback received from school staff personnel, the United Community Task Force, and the Drug Abuse Resistance Education (D.A.R.E.) Community Board. In 1992, the district received two personnel training grants through Drug-Free Schools monies; two years of training is provided for both elementary and secondary staff.

Program Description: All 183 K-12 district schools receive student assistance program training. Clark County School District is the 11th largest school district in the United States, employing 8,770 teachers and servicing over 136,000 students.

During the 1992-93 school year, individual school sites were required to identify a core team of administrators, counselors, teachers, and other school personnel who received 20 hours of training by professional trainers from both the Chemical Awareness Institute and Western Regional Center for Drug-Free Schools and Communities. In the 1993-94 school year, this trained cadre will begin training their peers.

The training program offers a broad base of information in the following areas: adolescent chemical dependency, family system dynamics, denial and enabling, prevention and early intervention programming, establishing and facilitating support groups, parent outreach concepts, and examining personal attitudes toward substance use and abuse. Each school team then designs personalized school plans tailor-made for each school's individual needs and student and family population.

Community Alliances: Public and private organizations and agencies act as resources to Clark County student assistance programs. D.A.R.E. has been operating in fifth- and sixth-grade classrooms since 1987 under the joint sponsorship of the district, the Las Vegas Metropolitan Police Department, and the Junior League of Las Vegas, Inc.

Success Indicators: A district Federal Programs Department evaluator is assigned to conduct an assessment of the training program. To date, survey responses indicate over 80 percent of participants find the training useful and are implementing student assistance programming in their schools.

Key to Success: "This training provides something everyone can share and understand," says Karla McComb. "We have almost as many prevention programs as we have schools. Now, when we use the phrase 'student assistance program,' we all know what we're talking about."

For others interested in starting a similar districtwide training program, Clark County personnel advise being global in providing a shared base of facts and information, and individualized in encouraging the uniqueness of each school.

Targeting Youth Solutions to Youth Issues

PROGRAM: **Drug Prevention/Traffic Safety Program**

CONTACT:
Robert Richardson, Project Coordinator
Drug Prevention/Traffic Safety Program
P.O. Box 669
Okanogan, Washington 98855
(509) 422-7135

AUDIENCE: All youth

OVERVIEW: *The Drug Prevention/Traffic Safety Program is a county-agency-based, grant-funded project that is eclectic in activities but focused on youth involvement. The program acts as both an initiator of projects and as a mini-grants funder to help get youth programs off the ground. Current projects include a Youth Coalition representing five high schools and a Summer Recreational/Educational Project.*

COMPONENTS: ***Planning:*** Organized under the Washington State Traffic Commission, the Drug Prevention/Traffic Safety Program is based in the Okanogan County Courthouse. The program implements a combination of youth and adult programs emphasizing community improvement. The most recent needs assessment was done in spring 1993 through a workshop planning process where youth and adults identified their vision, named stakeholders and obstacles, and then developed strategies. When asked "What is the main reason kids use alcohol and other drugs?" the majority of junior and senior high school students replied: (1) "We are bored"; (2) "No one is telling us not to, especially our parents"; and (3) "Family values do not reflect nonuse for teens."

Program Description: For many years, the program has participated in state-sponsored events and projects such as Drug-Free Washington Week and Bicycle Helmet Promotion campaigns. The Youth Coalition programs are sponsored through the state Community Youth Activities Program (CYAP). Youth Coalition members come from five county junior and senior high schools and are sponsored to participate in the Washington State Substance Abuse Council (WSSAC) "Building A Vision" annual conference, the state Safety Conference on Whidby Island, and numerous workshops and overnight retreats providing peer leadership opportunities and prevention ideas to take back to their schools. Youth Coalition members have also been successful in organizing plays, social and recreational lock-ups at school, and evening swim sessions in their communities.

In response to the lack of summer activities identified in the planning process, the program has started a Summer Recreational/Educational Project which operates three hours a day, two times per week, in five communities. Youth 8-12 years of age participate in New Games and have short classes on environmental, alcohol and other drug, and nutrition issues. Older youth act as counselors. Program staff hope to work with 4-H groups to extend this project to year-round status.

The Drug Prevention/Traffic Safety Program sponsors an annual volunteer recognition dinner, the Saturday Family Festival, and the county Volunteers in Service to America (VISTA) program.

Community Alliances: The program coordinates and cooperates with most public and private agencies, schools, and service clubs in the county. These groups may provide money, space, volunteers, or other resources.

Success Indicators: Each year the number of participants in the program increases.

Key to Success: "Our key to success is involving youth and getting input from them in a specific planning process," says project coordinator Robert Richardson.

Section 8

Curriculum

CURRICULUM

A comprehensive prevention curriculum continues to be the cornerstone of any school-based prevention program. Many schools use a commercially developed research-based curricula and then develop their own materials to fill in a specific need.

Summaries in this section describe responses to these special needs. They highlight a training program for coaches and activities directors and materials designed to prevent gangs, violence, and the use of tobacco products. A cross-age teaching curriculum on AIDS education and a remedial reading program for junior high students are also included.

Tobacco Prevention Uses Games and Cooperative Learning

PROGRAM: **To Smoke or Not to Smoke: Make the Right Choice**

CONTACT:
George Blum, Health Teacher
Fremont Unified School District
4210 Technology Drive
Fremont, California 94539
(510) 657-2350, ext. 602

AUDIENCE: Fifth-grade students

OVERVIEW: *Local student use surveys confirmed national trends showing that upper elementary-age students could easily obtain tobacco products and were beginning to use them in late elementary school years. Using state tobacco prevention education funds, a school/community team developed a 10-lesson tobacco prevention class designed for fifth-grade students. After three years in place, student knowledge gains about tobacco have increased and tobacco use among staff and parents has decreased.*

COMPONENTS: ***Planning:*** Student surveys administered in the 1989-90 school year indicated that some upper elementary-age students were using alcohol and tobacco. A planning team comprising teachers, nurses, a counselor, community agency members, and a drug suppression officer from the local police department developed the program. Two health educators received special training to inservice the program to teachers. Funds were provided through the California tobacco surtax, Proposition 99. The program was initiated in the 1990-91 school year.

Program Description: The 10-lesson program is presented to all district fifth graders. In three years, over 6,000 students have received the information. As part of a comprehensive district tobacco, alcohol, and other drug education program, To Smoke or Not To Smoke is currently taught by health educators with the classroom teacher present.

The 10 lessons use a variety of teaching and learning strategies, including lecture, discussion, activity sheets, demonstrations, cooperative learning, a puppet show, and slide and video presentations. Two lessons use a game-show format to reinforce vocabulary and to analyze new words and definitions. There are also numerous opportunities for homework involving the families of the students.

Topics in the series include a short self-esteem building activity and survey that is used as a pre/post test as well as lessons on oral cancer, passive smoking, emphysema, risk factors, and hidden messages in advertising. Students examine personality types and practice critical thinking and decisionmaking skills in small groups. The closing lesson uses a fish game to summarize and review the entire curriculum.

The responsibility of teaching the program is gradually being shifted to fifth-grade teachers so that district health educators may begin developing a different prevention program at another grade.

Community Alliances: Fremont Unified has a long history of successful prevention partnerships with many community agencies. To Smoke or Not to Smoke utilizes local alcohol and drug treatment and prevention programs, PTA's, health services, and civic groups for program resources.

Success Indicators: Pre- and posttests have been given to all fifth-grade students over the past three years. Gains in knowledge about tobacco use have been demonstrated. The district has a tracking system in place to follow the students through grade 12 to determine use patterns. Health teacher George Blum reports that the program has encouraged school personnel to stop smoking.

Obstacles: To reduce the obstacle of "too much material to cover in too little time," the development team packaged the program in a ready-to-use format, provided inservice, modeled all 10 lessons, and "persisted with the idea that this program would become part of the total fifth-grade curriculum."

Key to Success: Blum states that program lessons are published "in a friendly format and contain lesson plans any teacher could use. Students and teachers look forward to this program." Blum believes the program is easily replicated and can also be modified or adapted for other grades to meet the needs of individual schools or districts.

Gang and Violence Prevention Infused in the Classroom

PROGRAM: **Project YES! Gang Violence and Drug Prevention**

CONTACT:
Daria Waetjen, Coordinator
Orange County Department of Education
200 Kalmus Drive, P.O. Box 9050
Costa Mesa, California 92628-9050
(714) 966-4473

AUDIENCE: Students, grades 2-7

OVERVIEW: *The Project YES! curriculum was developed in response to a need to involve more classroom teachers in teaching primary prevention and alternatives to gang membership within the context of their academic courses. Lessons are designed to be infused into English/language arts and history/social science frameworks. Gang awareness training videos are available for teachers, parents, and community members.*

COMPONENTS: ***Planning:*** A task force of 60 specialists representing education, law enforcement, and community-based organizations helped develop the Project YES! materials based on a survey of need that found prevention programming for gang alternatives must begin early and be integrated into classroom content. Funding was provided by Orange County service dollars and the Governor's Office of Criminal Justice Planning. The curriculum was first available in June 1990.

Program Description: Project YES! is designed for grades two through seven and is implemented in the classroom by teachers or teams providing prevention instruction. Teachers receive inservice training in the use of the curriculum and in violence prevention, gang awareness, and school safety.

Program materials consist of the following:

- Lessons for grades two through seven
- Practical guide for decisionmakers
- Audiotapes and speech diskette
- Three staff development videotapes
- Training manual
- Electronic bulletin board access
- Interactive computer program for students
- Assorted resource lists for students and parents

Classroom lessons address strategies to deal with danger, weapon and violence prevention, positive alternatives to drug/gang involvement, and resistance to peer pressure. Students are also exposed to goal setting and critical thinking skills such as problem solving, negotiation and decisionmaking.

Community Alliances: Interagency collaboration was evident in the development of Project YES! materials through the statewide task force. Business Partnership funds help make the curriculum available to schools. Lucky Stores, Inc., provides financial assistance for schools in California and Clark County, Nevada.

Success Indicators: Classroom lessons were piloted in 100 schools statewide. Using pre- and posttest instruments, the Orange County Department of Education has evaluated 300 seventh graders to assess changes in knowledge, attitude, and behavior. Initial findings indicate that 46.3 percent learned more about gangs after completing the curriculum.

Obstacles: Obstacles included how to disseminate the program with educators nationally. Building business partnerships has assisted in overcoming this roadblock.

Key to Success: Coordinator Daria Waetjen believes the ongoing interagency collaboration in the development and delivery of the curriculum is noteworthy and reports that teachers find it easy to integrate the materials into existing curriculum. "This program can be reasonably purchased in California by using Business Partnership funds available to schools," she says. "The development of the videotapes and lessons are already completed. Educators can therefore spend their time individualizing the content for their specific needs."

Cross-Age Teaching for Serious Subjects

PROGRAM: **Trading Fears for Facts**

CONTACT:
Jean Steel, School Community Services
Office of Substance Abuse Prevention
San Juan Unified School District
4825 Kenneth Avenue
Carmichael, California 95608
(916) 971-7022

AUDIENCE: Middle and high school students

OVERVIEW: *In Trading Fears for Facts, teams of trained high school students present information on AIDS, prenatal substance use, and violence/rape prevention to middle school students. California state law mandates that schools provide classroom instruction on these topics. Utilizing a proven cross-age teaching model already in existence in district schools, Trading Fears for Facts will soon expand to nine high schools with 72 student leaders.*

COMPONENTS: ***Planning:*** In June 1992, San Juan Unified School District's Office of Substance Abuse Prevention program received funding from the California State Department of Education's Healthy Generations/Healthy Learners program to provide prenatal substance use prevention education in district secondary schools. This grant allowed expansion of the already existing Peer Leaders United in Service (PLUS) program (see Section 1: Peer Programs/Youth Programs). Training of students began in December 1992 and program implementation began in February 1993. The planning team consisted of district staff, high school students, student interns from California State University Sacramento (CSUS), and local health and medical agencies.

Program Description: Trading Fears for Facts begins with the recruitment, screening, selection, and training of qualified high school seniors. Students from diverse academic and cultural backgrounds and varied life experiences are selected. Youths must also demonstrate a commitment to drug-free lifestyles and a desire to serve younger students. Each high school has four student educator teams and each team consists of one male and one female student.

The 20-hour training the teams complete includes speakers from a variety of community health and medical organizations, current videos, and panel discussions on program topics. A monthly newsletter is sent to participating students and middle school teachers. Student educators are also required to attend monthly meetings where they receive updates to the program and discuss how their classes are going.

The curricula consists of one-hour units presented in seventh-grade health and eighth-grade science classes. Each student team teaches one class per week, returning at the same time and day for three consecutive weeks. Each week, a specific topic is discussed: Unit One covers prenatal substance use, Unit Two covers AIDS/HIV, and Unit Three addresses violence and rape prevention. Once a cycle is completed, the students go to a new class at a different time. This cross-age teaching continues throughout the school year, with the last classes finishing in May.

Community Alliances: The planning team received assistance from many community agencies for the Trading Fears for Facts training component. Over 30 hours of donated time was received from more than twelve social service and nonprofit providers.

Success Indicators: Student and teacher feedback forms are given at the end of the first three presentations. These forms are satisfaction surveys and do not look at attitudinal or behavioral changes. Feedback from teachers, administrators, parents, and both high and middle school students indicate the student educators have had a positive impact on the younger students. Middle school youth report that they feel they can "really talk to the high school students, who speak more at their level." Parents have commented that their children are demonstrating at home the self-defense moves taught in the rape prevention unit.

A more formal evaluation tool that will measure increased knowledge levels among students participating in the program is being developed.

Obstacles: Because the state mandates instruction in these topics, school board approval was not an obstacle. The most frequent difficulties were with teacher discomfort over the subject and about the value of cross-age education. Supervisor Jean Steel suggests this can be alleviated with more thorough teacher training prior to presentations

Key to Success: Steel states that key components to the program's success have been the quality of the students selected to be cross-age leaders and support of the principals and teachers at the middle school sites. She adds that students should have the time available to devote to the trainings, presentations, and review; feel comfortable with the information; and be "flexible, personable, and fun."

Prevention Infused Into Remedial Reading

PROGRAM: **Substance Abuse Education Through the Back Door: A Junior High Reading Course**

CONTACT:
Janice Riedel, Reading Teacher
Johnson Junior High School
1236 West Allison Road
Cheyenne, Wyoming 82007
(307) 771-2640

AUDIENCE: Remedial readers, grades 7-8

OVERVIEW: *Mandated by the district to infuse substance abuse awareness into a mini-teaching unit, Janice Riedel opted to develop a series of reading skills lessons that just happened to have facts about alcohol and other drugs. The students, who typically read two to five years below grade level, wanted to finish the three assigned novels. The class also provides mutual support for students involved in the school student assistance program.*

COMPONENTS: ***Planning:*** The reading project was initially funded through a portion of district Drug-Free Schools monies allocated for mini-grants. The purpose of the mini-grant was to promote site-based projects and teacher innovation and ownership. The first reading unit was used in October 1991.

Program Description: The unit begins with students learning a pre-reading strategy on a magazine article with a drinking-and-driving theme. Next, they use a story about substance abuse, death, and crime statistics to learn how to do a series of math story problems. They then read two novels which deal with substance abuse, dependency, codependency, peer pressure, and recovery. Study guides and tests focus on making inferences and drawing conclusions. Students pick a third novel of their own choice from a preselected list. The final activity asks students to make posters with prevention messages.

Impromptu class discussions often go beyond reading skills as students discuss how widely alcohol and drug use affects their own lives. These discussions have served as opportunities for identifying students who may benefit from the school student assistance program. Identified students are referred to school counselors for further help and information.

Community Alliances: Upon completion of the unit, students are interviewed and photographed for the *Just Say No* newsletter that is distributed throughout the community. The Wyoming Department of Transportation, Highway Safety Division, provides the class with buttons, pencils, and pens.

Success Indicators: Because this is a reading program in the content area class, the focus is on learning reading strategies. There is no pre- and post-test assessment of attitudes. In the past two years, every student has completed the two assigned and optional third novels. Students also begin to bring in articles relating to the topic, demonstrating that they are reading at home. The books on the class list were recently ordered for the county Juvenile Detention Center.

Obstacles: Because of the open-ended discussions on the personal or family use of illegal substances, Riedel recommends the following: (1) remind students to share only what they are comfortable with others knowing; (2) let students know that counselors and help are available.

Key to Success: Students are interested in the subject matter and their reading skills improve because they like to read the materials. Class discussions foster good listening skills. Riedel believes any reading teacher could take the mini-unit and use it in their classrooms.

Section 9

Special Events and Annual Practices

SPECIAL EVENTS AND ANNUAL PRACTICES

Special events and annual practices give schools, agencies, and community organizations the opportunity to celebrate together and to develop approaches that can offer different formats. These formats typically range from community health and wellness fairs to annual forums for students or parents.

The two summaries that follow describe an action-packed day for the entire family and a student-developed youth conference designed to meet specific needs of Hispanic and migrant teens.

Building Family Ties

EVENT: **Family Challenge Day**

CONTACT:

Carol Lynn Smith, Supervisor
Parent/Family Services
Office of Substance Abuse Prevention
San Juan Unified School District
4825 Kenneth Avenue
Carmichael, California 95608
(916) 971-7022

AUDIENCE: All families

OVERVIEW: *The Family Challenge is an annual day planned to meet the needs of the whole family. Action-packed with interactive workshops and experiences designed to strengthen family ties, district sponsors hope the day will also help create a vision of the positive potential in all families. Over 300 people participated in the most recent Family Challenge in March 1993. Community support for the project was demonstrated through the generous donation of prizes and services by area businesses.*

COMPONENTS: ***Event Description:*** Family Challenge activities are planned by a team of teachers, agency representatives, parents, district prevention staff, program coordinators, and grant administrators.

Family Challenge has been held in February and March, each time at a centrally located district school. Participant fees for the entire family are $5. The day begins at 9 a.m. with coffee and juice and registration. A keynote speaker then addresses the group. The most recent speaker was a local television anchorman with the message, "Strengthening the Family…For Kids' Sake."

This large group activity is followed by a wide selection of workshops, each lasting 45 minutes. Sample workshops include: "What's Out There?" (gangs, drugs in your neighborhood), "Winning Without Fighting" (a puppet show on managing conflict), "Quick, Cheap Family Food Ideas," "Rubbing Out Stress" (family relaxation ideas), and "Saying No to Sex." Additional workshops demonstrate creative craft ideas that cost little or no money, provide examples for encouraging family self-esteem, and teach family exercise routines to benefit "health, heart, and attitude." Suggested ages are designated for each workshop; the majority are for families with children ages five and up.

Families then enjoy a picnic lunch and free entertainment. After lunch there are two more series of workshops; the day concludes with a prize drawing and quick participant survey.

Community Alliances: Health service organizations, businesses, treatment programs, and volunteer groups donate materials, supplies, and raffle prizes for the event. Many also act as workshop presenters. At the March 1993 event, a local television station provided the keynote speaker and event publicity. Additional presenters were provided through University Extension Services and various grant programs. The school district sent information and event brochures home via parent newsletters.

Success Indicators: Participant feedback surveys are turned in at the end of the day and provide the entry for families to the raffle prize drawing. Of the 303 people in attendance at the March 1993 event, 39 percent turned in their surveys. Workshop ratings and comments of both participants and staff rated the day as excellent from the standpoint of "useful and exciting learning, as well as family interest and involvement in activities."

Surveys indicated families attending were primarily two-parent households and the ages of children were fairly evenly distributed from ages 1-13.

Obstacles: Carol Lynn Smith, district parent/family services coordinator, suggests careful screening and working with possible presenters to ensure that they are experienced in facilitating active interaction with *both children and adults*. Program support and coordination gets easier each year as participating agencies help in the development of the next event.

Key to Success: Smith says, "The key to the event's success is that it actively involves *together* whole families of all shapes and sizes." Family Challenge Day is easy to replicate. Smith's suggestions for success: Plan early, publicize well, and encourage early registration.

A Celebration of Hispanic Youth

EVENT: **Juntos Podemos/Together We Can Hispanic Youth Conference**

CONTACT:
Vera Sullivan, Prevention Specialist
Skagit County Human Services Department
811 Cleveland Street
Mount Vernon, Washington 98273-4210
(206) 336-9395

AUDIENCE: Hispanic and migrant students

OVERVIEW: *In January 1990, a core team of Hispanic and other community leaders and youth began working together to develop a framework for substance abuse prevention. With the initial planning process completed, the group has been implementing a variety of strategies and activities. The Hispanic Youth Conference is one such activity.*

COMPONENTS: ***Planning:*** The community planning process was based on the Together We Can program (see *Sharing Your Success, Volume I).* In this process, the core team identified risk factors within the family, peer, school, and community systems and worked to develop strategies for changing these factors into positive outcomes. The group utilized a grant from the Division of Alcohol and Substance Abuse administered by the Skagit County Human Services Department. Funding for the Hispanic Youth Conference came from a Community Youth Activity Program Grant.

Program Description: All county youth participated in the youth conference. The weekday event, held in September, ran from 8 a.m. to 2 p.m. and was held in a centrally located community conference center. Two general-sessions keynote speakers addressed the youth with the presentations, "Who We Are and What We've Done" and "More Alike Than Different." Seven one-hour workshops offered the following topics:

- Juvenile Law: How It Affects You
- Community Services Projects
- Let's Understand Ourselves
- Alcohol and the Family
- Self-Esteem: Being the Best Possible Me
- What Abuse Is and What to Do About It
- Communities on the Move/Preventing Alcohol and Other Drug Use Among Youth

Conference attendees were provided snacks and lunch. Presenters were classroom teachers, health specialists, counselors, probation officers, and children's activists. All workshops and materials were bilingual.

Other Juntos Podemos prevention strategies have included field trips to Western Washington University cultural events, programs for grades 6-8 at the summer Migrant School, swimming and pizza parties, a rock climbing expedition on Mount Erie, ropes courses, back-to-school drug-free dances, and Celebration de Independence.

Community Alliances: Juntos Podemos is based on the philosophy that the prevention of alcohol and other drug use and abuse is a community issue and requires the involvement of all sectors.

Success Indicators: Participants complete written questionnaires on various Juntos Podemos activities. While formal evaluation methods have not been used, the Juntos Podemos Committee has continued to function after the departure of the original leaders and has recently received additional grant money from the state of Washington. Two other counties have successfully replicated the Hispanic Youth Conference.

Key to Success: Juntos Podemos is a community group and is not "owned" by any agency or special interest group. This translates into a team approach to community action. All materials were translated into both English and Spanish. This task was accomplished by many volunteers.

Western Regional Center for Drug-Free Schools and Communities

Sharing Your Success, Volume IV

RECOMMENDATION FORM

Sharing Your Success is an annual sourcebook of effective prevention efforts in the Western Regional Center service area. Programs and practices from elementary and secondary schools, Institutions of Higher Education, state agencies, and community organizations are collected and summarized in a format designed to help others initiate new programs or to enhance strategies already in progress. We invite you to use this form to help us identify exemplary programs. We want to know what is working. Help us get the word out! Recommended programs/practices will be contacted by Western Center staff for additional information.

I would like to recommend the following Program/Practice for possible inclusion in ***Sharing Your Success, Volume IV***.

Name of Program/Practice: ____________________

Contact Person: ____________________

Address: ____________________

City: __________ State: __________ Zip: __________

Phone: (__) ____________________

Brief description of the Program/Practice and why it should be considered exemplary:

Submitted By:

Name: __________ Title: __________

Organization/Agency: ____________________

Address: ____________________

City: __________ State: __________ Zip: __________

Phone: (__) __________ Date: __________

Send to:
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